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ABSTRACT

This report describes a survey of instructional staff in eight School Districts of Philadelphia early childhood education programs regarding their views of staff development activities. The programs were: Child Care, Original Follow Through, Follow Through Expansion, Get Set Day Care, Kindergarten, Parent Cooperative Nurseries, Prekindergarten Head Start, and Primary Skills. Supervisory personnel, teachers, assistant teachers and aides completed one of two comprehensive staff development questionnaires investigating such areas as: types of ongoing staff development provided by supervisors; staff attendance at workshops; staff satisfaction with development activities; and the impact of staff development on classroom practices. Data were collected in the spring of 1977. Questionnaire response rates are discussed and major staff development characteristics are examined across the eight programs in terms of supervisory staff responses, and teacher, assistant teacher, and aides response. The appendices, which comprise the bulk of the document, contain the two questionnaires and a summary of responses for each program. (SB)

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REPORT OF
EARLY CHILDHOOD EDUCATION PROGRAMS
STAFF DEVELOPMENT
VOLUME I

Report Prepared by:
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Report #7843
October, 1977

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EARLY CHILDHOOD PROGRAMS

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PROGRAMS

Child Care

Classroom Aides

Durham Child Development Center

Follow Through
(Original, Title I Expansion,
Primary Skills, Project Bridge)

Get Set Day Care
(Day Care Training)

Kindergarten

Learning Centers

Parent Cooperative Nurseries

Prekindergarten Head Start

DIRECTORS

Rachel Hill

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Elaine Spain

Note: During 1976-1977, Frances Becker was Director of the Education of Young Children, including Child Care, Kindergarten and Parent Cooperative Nurseries. Rachel Hill was Director of Day Care Services in 1976-1977.

ABSTRACT

This report examines the view of early childhood instructional staff regarding staff development activities across eight Early Childhood Education Programs in Philadelphia. Supervisory personnel, teachers, assistant teachers and aides completed a comprehensive staff development questionnaire in Spring, 1977. The rate of return for supervisors was 78% and for teachers, assistant teachers and aides 48%.

It was found that teachers in Get Set Day Care, Parent Cooperative Nurseries and Prekindergarten Head Start attended more workshops conducted by community agencies and health facilities than did teachers in school age programs. School age program teachers (including Kindergarten) attended more workshops or meetings held by their respective school or program. Aides tended to participate in workshop sessions to a lesser extent.

The most typical contact between staff and supervisor was during on-site consultations, and the least frequent contact was through classroom assistance and demonstrations, with the exception of the Original Follow Through and Primary Skills Programs where supervisors provided more classroom assistance than in the other programs.

Satisfaction with staff development was assessed with respect to ten areas of service: conducting workshops, keeping staff informed about the overall program, making suggestions for effective use of materials, locating resource materials, conducting on-site classroom training, giving support for solving classroom management problems, giving support to individual staff concerns, offering support for parent involvement,

arranging use of professional days, and giving support in solving concerns about individual children. In 9 out of 10 staff development areas there was a consistently high degree of satisfaction expressed by teachers and aides across the eight programs. The most satisfactory areas were: (1) supervisors' support of individual staff concerns, (2) keeping classroom staff informed about the overall program, and (3) suggestions made to promote increased parent involvement. The one area where there was more dissatisfaction than satisfaction expressed in the majority of the programs was the provision of on-site classroom training.

While supervisory staff reported that their staff development efforts were primarily directed towards classroom management and helping teachers work through their concerns for individual children, teachers felt that staff development in curriculum development, child growth and development, and improving the basic skills resulted in greater classroom effectiveness. Assistant teachers and aides seemed to view all areas of staff development as having influenced their classroom effectiveness.

Supervisors regarded child development and individualized instruction as the most useful topics for future staff development. Teachers in school age programs tended to rank basic skills and individualized instruction as their first choices, while pre-school teachers tended to prefer the following areas for future staff development: the creative arts to enrich the curriculum, social behaviors, curriculum development, and parent involvement (Child Care and Parent Cooperative Nurseries). School age aides ranked basic skills as their first priority for future staff development, while preschool assistant teachers and aides considered the creative arts as the most important.

In six of the eight programs at least half of the teachers expressed a willingness to attend staff development sessions without reimbursement in the areas of (1) using the creative arts for program enrichment, (2) improving the basic skills, and (3) individualizing instruction. At least half of the aides in five of the programs expressed the same willingness to attend sessions in the following areas in addition to the three above: (1) social behaviors, (2) classroom management, and (3) learning disabilities. Approximately two-thirds of the teachers and aides across the programs stated that they would like more release time for staff development during the school day.

Practically every area of staff development was appreciated in some respect by the instructional staff, and although one single program of staff development could not accommodate the desires of all program staff, it could be useful for large numbers across all programs if focused on certain areas.

INTRODUCTION

This report examines some basic questions regarding staff development in the following Early Childhood Education Programs: Child Care, Original Follow Through, Follow Through Expansion, Get Set Day Care, Kindergarten, Parent Cooperative Nurseries, Prekindergarten Head Start, and Primary Skills.

The Child Care program serves both prekindergarten and school age children (Kindergarten and First Grade). The three Follow Through programs (Original Follow Through, Follow Through Expansion and Primary Skills) serve children from Kindergarten through Third Grade. Get Set Day Care is primarily a pre-kindergarten program, while Parent Cooperative Nurseries and Prekindergarten Head Start are exclusively prekindergarten programs. Kindergarten is a school age program. All of these programs employ teachers, and all except one have aides (Parent Cooperative Nurseries requires parents to participate as volunteers in the classroom). Child Care and Get Set employ assistant teachers¹ as well as aides.

This study was an initial attempt to examine staff development in comprehensive form in the early childhood area. It is considered exploratory, therefore, and its findings are subject to further confirmation. It examined similarities and differences among staff development programs. Principal areas receiving consideration were: the types of on-going staff development provided by supervisors, staff attendance at workshops sponsored by various institutions, staff satisfaction with staff development, the impact of staff development on classroom practices, and staff preferences for

¹ Assistant teachers need a minimum of either 60 college credits or 15 college credits and one year's experience as an aide. Aides need a high school diploma.

future staff development. An underlying concern throughout was provision of sufficient information to program administrators to allow them to plan for a unified form of staff development across programs.

Two questionnaires were developed by members of the Early Childhood Evaluation Unit (ECEU) in consultation with program directors. One questionnaire (see Appendix A-1) was directed to supervisory staff, which included district liaison assistants, resource teachers, supervisors, and staff developers. The second questionnaire (see Appendix A-2) was completed by teachers, assistant teachers and aides.

In the body of the report, response rates are discussed initially, followed by an overall examination of major staff development characteristics in the eight Early Childhood programs in terms of supervisory staff's responses and the teachers' and assistant teachers' and aides' responses. Program comparisons are principally addressed in the latter sections. A summary for each program is given in separate appendices at the end of the report.

RESPONSE RATES

The rate of return for each program is displayed in Table 1. For all Early Childhood Education programs, the rate of return for supervisors was 78%, and for teachers, assistant teachers and aides 48%.

STAFF DEVELOPMENT QUESTIONNAIRE - RATE OF RETURN

PROGRAM	STAFF		SUPERVISORS	
	Number Sent	Rate of Return (Percent)	Number Sent	Number of Returns
Child Care	145	63%	4	4
Original Follow Through	390	66%	23	13
Follow Through Expansion	858	39%	16	13
Kindergarten	398	52%	8	5
Get Set Day Care	291*	45%	11	7
Parent Cooperative Nurseries	22	86%	1	1
Prekindergarten Headstart	92	50%	2	2
Primary Skills	292	41%	8	5
Overall	2488	48%	73	57 (78%)

* A sample representing approximately 3 responses per site.

Regarding the instructional staff's returns, the highest rate was from Parent Cooperative Nurseries. Two programs, Follow Through Expansion and Primary Skills had the lowest rates. The reader should bear this in mind when interpreting the responses. The questionnaire, as may be seen in Appendix A-2, is rather lengthy and complicated. This may have discouraged staff in newer programs from responding. Given this factor, the overall response rate was considered good.

STAFF DEVELOPMENT AS REPORTED BY SUPERVISORS

According to the responses of the supervisors, all Early Childhood Education programs had regular staff development programs. Supervisors felt that a varied approach to staff development, i.e., a combination of in-class demonstrations, workshops, and on-site visitations was most helpful. Most of their staff development time was spent working with teachers on classroom management problems and helping teachers work through their concerns for individual children very few supervisors indicated they spent staff development time either informing staff of administrative decisions or conducting or arranging workshops. Most respondents indicated their program emphasized the following topics: "Child Development", "Curriculum Development", "Classroom Management", "Basic Skills" and "Parent Involvement". For future staff development, supervisors indicated "Child Development" and "Individualized Instruction" as their top priorities.

STAFF DEVELOPMENT AS REPORTED BY STAFF

Workshops Attended

The staff were asked to indicate the frequency with which they attended workshops offered by selected types of agencies or institutions. Most teachers indicated that they had attended one or more workshops provided by both their local school and their specific program. Fewer had attended one or more workshops sponsored by the School District (city-wide), early childhood programs

(district), professional organization; or universities, and colleges. The lowest attendance reported was that for workshops given by community agencies, health facilities, and Title XX training.

In general, teachers in each of the predominantly school age programs had similar attendance patterns for the workshops. Prekindergarten program teachers tended to differ among themselves in the workshops selected. More prekindergarten teachers attended community and health agency workshops than did teachers in school age programs. Parent Cooperative Nursery teachers exceeded all others in their attendance at teacher center workshops and professional organization workshops, but were less likely to attend university or college workshops. Get Set Day Care had the highest percentage attending Title XX workshops.

Most assistant teachers and aides attended local school and program sponsored workshops, but not to the extent that teachers did. Approximately half attended the teacher centers, but generally few attended the other workshop options.

Predominantly school age program assistant teachers and aides tended (like the teachers) to be homogeneous in the kinds of workshops attended, but there were two notable exceptions. Original Follow Through had a higher percentage attending community agency and professional organization workshops. Follow Through Expansion had a higher percentage attending the teacher centers.

The aides in each prekindergarten program paralleling the teachers, tended

to be dissimilar in attendance in most workshop areas. Get Set Day Care staff had the highest percentage attending the early childhood programs (district) meetings, as well as the Title XX workshops. Prekindergarten Head Start had the highest percentage attending program sponsored, local school, health facilities, and community agency workshops.

In general, both teachers and aides in school based programs tended to uniformity in their attendance at workshops, while kindergarten teachers and aides showed more diversity. The prekindergarten teachers tended to have a higher percentage attending community agency and health facility workshops than did school age program teachers. School age program teachers tended to attend school and program sponsored workshops more often than prekindergarten personnel.

Types of Supervisory Support

The instructional staff were asked to identify the frequency with which they were in contact with a supervisor through on-site consultations, workshops, and on-site demonstrations/teaching assistance. The percentage of those whose responses indicated a rate of contact to be at least one time per month were compared, and the following patterns were noted.

In general, the percentage of instructional staff receiving on-site consultations was higher than the percentage attending supervisory workshops, and the latter was higher than the percentage receiving on-site demonstrations/teaching assistance. (However, for all three Follow Through Programs, at least as many staff reported receiving on site demonstrations/teaching assistance as reported attending supervisory workshops.) For each type of supervisory contact,

the original three Follow Through and the Primary Skills Programs tended to have higher percentages of staff receiving that support at least one time per month, than other programs. Parent Cooperative teachers and Prekindergarten Head Start aides had the highest percentages receiving on-site consultations at least once a month.

Satisfaction with Supervisory Support

The instructional staff were also asked to indicate whether they were generally satisfied or dissatisfied with each of ten types of supervisory support: conducting workshops, keeping staff informed about the overall program, making suggestions for effective use of materials, locating resource materials, conducting on-site classroom training, giving support for solving classroom management problems, giving support to individual staff concerns, offering support for parent involvement, arranging use of professional days, and giving support in solving concerns about individual children. Almost every area of support of every program was generally satisfactory to 50% or more of the staff. The exceptions were that the four programs (Prekindergarten Head Start, Get Set, Kindergarten, and Child Care) which has the fewest teachers receiving on-site demonstrations/teaching assistance were less than satisfied with that area of support, compared to the staff of other programs. Head Start and Get Set staff were less satisfied than others with their supervisor-conducted workshops. Child Care and Kindergarten teachers were less satisfied than others with their supervisors' helping to arrange "professional days".

Staff Development Impact on Classroom Effectiveness

Teachers, assistant teachers, and aides were asked to rate the extent to which types of staff development this year had changed their classroom effectiveness. Sixteen topics were listed for comment.

More than half the teachers across the eight programs reported that several areas of staff development had an influence upon their classroom effectiveness. The topics especially identified were Curriculum Development, Child Growth and Development, and Improving Basic Skills. Teachers in Primary Skills, Parent Cooperative Nurseries, and Follow Through Expansion programs reported the most topics having an impact on their classroom effectiveness. No one topic was identified by a majority of the Kindergarten teachers as having had an impact upon their classroom effectiveness. Get Set Day Care teachers reported that Suspected Child Abuse workshops had especially had an impact upon their classroom effectiveness.

Over 50% of the Primary Skills and Follow Through Expansion teachers reported that Model/Option Training was effective. Forty-eight percent of the Original Follow Through staff thought this training was effective, but only 12% of the Prekindergarten Head Start teachers thought model training was effective.

The majority of aides and assistant teachers from all the programs reported that all sixteen areas of staff development had an impact upon their classroom effectiveness. Considering each program individually the majority of aides in each of the three Follow Through Programs identified more topics as having an impact than did the aides/assistant teachers in the other programs.

Future Staff Development Topics

The instructional staff was asked to indicate five areas they wanted to have as staff development topics in the future from a list of fifteen topics.

Over half of the teachers from all programs combined agreed on three primary areas for future staff development: (see Table 2) Basic Skills, Using Creative Arts to Enrich the Curriculum, and Individualizing Instruction.

TABLE 2
Topics Chosen for Future Staff Development
By the Majority of Teachers of Each Early Childhood Program

Rank	Child Care	Follow Through	Follow Through Expansion	Get Set Day Care
1	Parent Involvement	Basic Skills	Basic Skills	Curriculum Development
2	---	Individualized Instruction	Individualized Instruction	Creative Arts
3	---	Creative Arts	---	Social Behaviors
4	---	---	---	---
5	---	---	---	---

Rank	Kindergarten	Parent Cooperative Nurseries	Prekindergarten Head Start	Primary Skills
1	Basic Skills	Using Creative Arts	Creative Arts	Basic Skills
2	Individualized Instruction	Curriculum Development	Individualized Instruction	Individualized Instruction
3	Creative Arts	Parent Involvement	---	---
4	---	Social Behaviors	---	---
5	---	---	---	---

Table 2 lists each topic preferred by more than 50% of the teacher respondents from each program. It would seem that the three Follow Through Programs and the Kindergarten teachers could share the same planned staff development sessions, according to their common interests (Basic Skills, Individualized Instruction, and Creative Arts). Child Care teachers have indicated their preference for a topic which many of the other programs have as a mandated component (Parent Involvement), but which is non-mandatory in Child Care. Prekindergarten Head Start teachers appear to share common

interests with the school age programs' teachers as well as the other prekindergarten programs' teachers.

Table 3 displays future staff development topics chosen by 50% or more of the assistant teachers and aides of each program. (Parent Cooperative Nurseries has neither aides nor assistant teachers.) The staffs of the three Follow Through Programs and of Kindergarten all selected Improving Basic Skills or Basic Skill Readiness as their first choice. The Pre-kindergarten Head Start program aides and Child Care aides chose Using the Creative Arts to Enrich the Curriculum as their first choice. Social Behaviors was chosen frequently by a majority of assistant teachers and aides (also chosen by many teachers, but usually not by 50% or more.) Classroom Management is an area which was selected by four programs. Other topics of high interest were Individualized Instruction, Curriculum Development, Growth and Development, Parent Involvement and Learning Disabilities.

Half of the teachers in at least six of the eight programs expressed a willingness to attend staff development sessions without reimbursement in the areas of (1) using the creative arts for program enrichment, (2) improving the basic skills and (3) individualizing instruction. In addition to these three areas at least 50% of the aides in 5 of the 8 programs indicated a willingness to attend sessions without reimbursement where the topics were: (1) social behaviors, (2) classroom management, and (3) learning disabilities.

Almost two-thirds of the teachers (63%) and the aides (67%) across all programs stated they would like to see more release time during the day for staff development. Among the teachers the percentages ranged from 50% in Parent Cooperative Nurseries to 87% in Get Set Day Care, and among aides, from 57% in Kindergarten to 85% in Get Set Day Care.

TABLE 3

Topics Chosen for Future Staff Development
By the Majority of Assistant Teachers and Aides of Early Childhood Programs

Rank	Child Care	Follow Through	Follow Through Expansion	Get Set Day Care
1	Creative Arts	Basic Skills	Basic Skills	Creative Arts
2	Parent Involvement	Social Behaviors	Social Behaviors	Social Behaviors
3	Social Behaviors	---	Individualized Instruction	Classroom Management
4	Basic Skills	---	Classroom Management	Basic Skills
5	---	---	---	Curriculum Development and Growth & Development

Rank	Kindergarten	Parent Cooperative Nurseries	Prekindergarten - Head Start	Primary Skills
1	Basic Skills	(Has No Aides)	Creative Arts	Basic Skills
2	Individualized Instruction		Classroom Management	Individualized Instruction
3	Parent Involvement		Social Behaviors	Learning Disabilities
4	Creative Arts		---	Social Behaviors
5	---		---	Classroom Management

SUMMARY AND CONCLUSIONS

The instructional staff of eight Early Childhood Education Programs were questioned to develop an understanding of their views about staff development. The responses were analyzed in three categories: Supervisor's, teachers', and assistant teachers/aides.

Supervisory personnel included district liaison assistants, model trainers, resource teachers, and supervisors. Supervisors reported that their staff development efforts were principally toward classroom management problems and helping teachers work through their concerns for individual children. They tended to agree that Child Development, Classroom Management, Basic Skills, and Parent Involvement were the topics most emphasized in their staff development programs. For the future, they thought that the topics of Child Development and Individualized Instruction would be most useful.

Teachers in Get Set Day Care, Parent Cooperative Nurseries, and Prekindergarten Head Start have paid more attention to community agency health facility workshops than have teachers in the other (predominantly school age) programs. Teachers in school age programs (including Kindergarten) tended to have attended their own school or specific program workshops.

Aides in the school age programs (including Kindergarten) attended workshops to a lesser extent, but in much the same order of priority as did the teachers. Follow Through and Follow Through Expansion aides were notable exceptions in that they attended teacher center, community, and health agency workshops very frequently. Prekindergarten Head Start assistant teachers had an interest in a variety of workshops.

The most typical contact between staff and supervisor was during on-site

consultations. The second most frequently reported contact between staff and supervisor was at workshops, and the least frequent contact in most programs was in classroom assistance and demonstrations. However, Original Follow Through and Primary Skills Programs have clearly been able to emphasize the latter type of staff development more than is the case in the other programs. (Four programs in which there was practically no in-classroom demonstrations also had the least staff satisfaction with that form of supervision.) Little satisfaction was noted by the staffs of two programs regarding their supervisors' arranging "professional days," and in two other programs there was little satisfaction with supervisors conducting workshops. But, overall, almost every other area of staff development provided by supervisors was satisfactory to 50% or more of the instructional staff of each program.

The topics which the teaching staff felt had especially influenced their classroom effectiveness were Curriculum Development, Child Growth and Development, and Improving Basic Skills. Assistant teachers and aides thought that all areas of staff development had influenced their classroom effectiveness.

Regarding preferences for future staff development topics, the three Follow Through Programs and Kindergarten had practically identical preferences expressed by 50% more of the teaching staffs, and identical first ranked choices desired by the aides: Basic Skills and Individualized Instruction; Basic Skills was ranked first by the aides in each of those four programs. The aides also selected Social Behaviors as a preferred staff development topic.

Child Care, Prekindergarten Head Start, and Get Set Day Care assistant teachers and aides selected the Creative Arts to Enrich the Curriculum and Social Behaviors as common areas of interest.

In six of the eight programs at least half of the teachers expressed a willingness to attend staff development sessions without reimbursement in the areas of (1) using the creative arts for program enrichment, (2) improving the basic skills, and (3) individualizing instruction. At least half of the aides in five of the programs expressed the same willingness to attend sessions in the following areas in addition to the three above: (1) social behaviors, (2) classroom management, and (3) learning disabilities. Approximately two-thirds of the teachers and aides across the programs stated that they would like more release time for staff development during the school day.

In conclusion, it appears that a single program of staff development could not accommodate the desires of all program staff, but could be quite useful for a very large number across all programs if focused on certain areas which could be developed into a program for a wide audience of teachers, assistant teachers, and aides.

Further, it seems that staff development efforts in Follow Through have produced relatively higher numbers of in-classroom demonstrations, and this has not gone unnoticed by the staff of other programs. Further, it has apparently been appreciated by the Follow Through staff.

Finally, practically every area of staff development was appreciated in some respect by the instructional staff. This is viewed to mean that supervisory services in general are regarded as important to the teachers, assistant teachers, and aides in these programs and that with some

reorganization and refocusing along the lines of the above findings, staff development could become a still more beneficial service to staff.

REPORT OF
EARLY CHILDHOOD EDUCATION PROGRAMS
STAFF DEVELOPMENT

VOLUME II: APPENDICES

Report Prepared by:
Judy Goodwin and Kenneth W. Prusso
of the
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PS 009799

OFFICE OF RESEARCH AND EVALUATION
THE SCHOOL DISTRICT OF PHILADELPHIA

APPENDIX A

- 1 - EARLY CHILDHOOD EVALUATION UNIT
STAFF DEVELOPMENT QUESTIONNAIRE
(District Liaison Assistants,
Resource Teachers, Supervisors,
and Staff Developers)
- 2 - EARLY CHILDHOOD EVALUATION UNIT
STAFF DEVELOPMENT QUESTIONNAIRE
(Teachers, Assistant Teachers,
and Aides)

EARLY CHILDHOOD EVALUATION UNIT
STAFF DEVELOPMENT QUESTIONNAIRE

District Liaison Assistants/ Resource Teachers / Supervisors / Staff Developers

Please answer the following questions by circling the appropriate number following each question or by writing your response. We very much appreciate the time you are spending in completing this information.

1. Indicate your program:

- Child Care.....1
- Durham Infant-Toddler.....2
- Follow Through.....3
- Follow Through Expansion..4
- Get Set Day Care.....5
- Pre-K Head Start.....6
- Parent Co-op Nurseries....7
- Primary Skills.....8
- Regular Kindergarten.....9

2. Is on-going staff development built into the school day in your program?

- Yes.....1
- No.....2

3. Indicate the one type of staff development you feel is most helpful:

- Workshop Sessions.....1
- On-Site Classroom Visitations.....2
- On-Site Demonstrations/ Teaching Assistance.....3
- Some of each.....4
- Other (Please specify)....5

4. What percent of your time is spent in direct contact with teachers?

- 0-20% 1
- 21-40% 2
- 41-60% 3
- 61-80% 4
- 81-100% 5

5. Estimate the amount of your time spent in each of the following staff development activities:

	Least	Moderate	Greatest
Conducting and/or arranging workshops	1	2	3
Informing staff of program information, decisions and procedures	1	2	3
Giving suggestions about the effective use of curriculum materials	1	2	3
Locating available resources and/or sharing materials	1	2	3
On-site classroom training	1	2	3
Giving support in solving classroom management problems &/or support to individual concerns	1	2	3
Suggesting activities, offering support in parent involvement	1	2	3
Arranging &/or approving use of professional days	1	2	3
Giving support in working out concerns about individual children	1	2	3

6. Indicate the extent to which your activities have emphasized each of the following areas of staff development:

	Minimally	Moderately	Greatly
Human Relations, Social Behavior & Work Habits	1	2	3
Parent Involvement	1	2	3
Using Art, Music, Drama, and Movement to Enrich the Curriculum	1	2	3
Child Development and/or Assessing Child Growth and Development	1	2	3
Community Resources	1	2	3
Curriculum Development	1	2	3
Classroom Management &/or Making Effective Use of Your Physical Space	1	2	3
Model/Option Related Training	1	2	3
Improving Test Scores/ Helping Children Take Tests	1	2	3
Improving the Pre-Reading, Reading &/or Math Programs	1	2	3
Selecting and Using Commercial Materials	1	2	3
Individualizing Instruction	1	2	3
Learning Disabilities	1	2	3
Suspected Child Abuse & Neglect	1	2	3
Using Teacher Center Facilities	1	2	3
Other _____	1	2	3

7. Out of the following areas for future staff development indicate the 5 that you feel are most needed:

	Least Needed	Most Needed
Human Relations, Social Behaviors and Work Habits	1	2
Parent Involvement	1	2
Using Art, Music, Drama, and Movement to Enrich the Curriculum	1	2
Child Development &/or Assessing Child Growth and Development	1	2
Community Resources	1	2
Curriculum Development	1	2
Classroom Management &/or Making Effective Use of Your Physical Space	1	2
Model/Option Related Training	1	2
Improving Test Scores/ Helping Children Take Tests	1	2
Improving the Pre-Reading, Reading &/or Math Programs	1	2
Selecting and Using Commercial Materials	1	2
Individualizing Instruction	1	2
Learning Disabilities	1	2
Suspected Child Abuse & Neglect	1	2
Using Teacher Center Facilities	1	2
Other _____	1	2

8. Please indicate below what would facilitate or hinder staff development activities for your program (for example: released time, materials, teacher center facilities, central administration personnel, support personnel, outside consultants etc.):

Facilitating Forces

Constraining Forces

9. Are there areas of staff development in which you could participate which would increase your effectiveness in working with staff? (Please specify.)

Additional Comments:

Thank you again for all your assistance.
Early Childhood Evaluation Unit

**EARLY CHILDHOOD EVALUATION UNIT
STAFF DEVELOPMENT QUESTIONNAIRE**
R 2 (REV. 1/77)

LOG NUMBER
(1)

(OFFICE USE ONLY)

STATEMENT OF INTENT:

The purpose of this questionnaire is to obtain baseline data on a number of issues dealing with staff development for several early childhood programs.

The intent is to determine the range and extent of staff development available through the combined efforts of all personnel responsible for staff development (such as supervisory, resource, and support personnel) available to each program.

Staff Development is considered to consist of all activities which lead to professional growth, including workshops, consultations, conferences, on-site visitations, meetings, newsletters, demonstrations, and informal discussions.

Please answer the following questions by circling the appropriate number following each question.
We very much appreciate the time you are spending in completing this information.
You may enter comments on page 4.

BACKGROUND INFORMATION			
2	INDICATE YOUR PROGRAM:		5 FOR KINDERGARTEN CLASSES ONLY, INDICATE IF YOUR PROGRAM IS BILINGUAL
	CHILD CARE	1	NOT APPLICABLE 3
	DURHAM INFANT TODDLER	2	BILINGUAL 1
	FOLLOW THROUGH	3	ENGLISH LANGUAGE 2
	FOLLOW THROUGH EXPANSION	4	
	GET SET DAY CARE	5	6 COUNTING THIS YEAR, HOW MUCH EARLY CHILDHOOD (PRESCHOOL THROUGH AGE 5) CLASSROOM OR CENTER EXPERIENCE HAVE YOU HAD?
	PRE-K HEAD START	6	1 - 2 YEARS 1
	PARENT CO-OP NURSERIES	7	3 - 5 YEARS 2
	PRIMARY SKILLS	8	6 - 10 YEARS 3
	REGULAR KINDERGARTEN	9	OVER 10 YEARS 4
3	INDICATE FOLLOW THROUGH MODEL:		7 COUNTING THIS YEAR, HOW LONG HAVE YOU BEEN WITH YOUR PRESENT PROGRAM?
	NOT APPLICABLE	5	1 - 2 YEARS 1
	BANK STREET	1	3 - 5 YEARS 2
	BEHAVIOR ANALYSIS	2	6 - 10 YEARS 3
	BILINGUAL BICULTURAL	3	OVER 10 YEARS 4
	EDC	4	
	FLORIDA PARENT	5	
	PARENT IMPLEMENTED	6	
	PHILADELPHIA PROCESS	7	
4	INDICATE FOLLOW THROUGH EXPANSION AND PRIMARY SKILLS OPTION:		8 INDICATE YOUR PRESENT POSITION:
	NOT APPLICABLE	5	TEACHER 1
	OPTION 1	1	ASSISTANT TEACHER 2
	OPTION 2	2	AIDE 3
	OPTION 4	3	
	OPTION 5	4	

WHAT DID YOU DO THIS YEAR?						WHAT SUPPORT DID YOU GET?																																																																																																										
Indicate how often you attended workshops, professional meetings, etc. from each of the following sources over the past year:						For each of the categories listed in A, B, and C below, indicate the extent to which you received program-sponsored staff development this year:																																																																																																										
<table border="1"> <thead> <tr> <th colspan="2" rowspan="2"></th> <th colspan="5">NUMBER OF SESSIONS</th> </tr> <tr> <th>1 - 5</th> <th>6 - 10</th> <th>OVER 10</th> <th>NEVER</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>COMMUNITY (GOV'T AGENCY PAAC, PARC, ETC.)</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>10</td> <td>HEALTH CARE FACILITIES</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>11</td> <td>LOCAL SCHOOL STAFF DEVELOPMENT DAYS (1/2 DAY OR FACULTY MEETING)</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>12</td> <td>PROGRAM-SPONSORED STAFF DEVELOPMENT</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>13</td> <td>CITY-WIDE SCHOOL DISTRICT IN-SERVICE COURSE</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>14</td> <td>DISTRICT EARLY CHILDHOOD PROGRAM</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>15</td> <td>TEACHER CENTERS (DURHAM, ADVISORY CENTER, COMMUNITY RESOURCES)</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>16</td> <td>PROFESSIONAL ORGANIZATIONS</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>17</td> <td>UNIVERSITY OR COLLEGE</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>18</td> <td>DAY CARE SERVICES & OTHER TITLE XX PROGRAMS</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </tbody> </table>								NUMBER OF SESSIONS					1 - 5	6 - 10	OVER 10	NEVER	9	COMMUNITY (GOV'T AGENCY PAAC, PARC, ETC.)	1	2	3	4	10	HEALTH CARE FACILITIES	1	2	3	4	11	LOCAL SCHOOL STAFF DEVELOPMENT DAYS (1/2 DAY OR FACULTY MEETING)	1	2	3	4	12	PROGRAM-SPONSORED STAFF DEVELOPMENT	1	2	3	4	13	CITY-WIDE SCHOOL DISTRICT IN-SERVICE COURSE	1	2	3	4	14	DISTRICT EARLY CHILDHOOD PROGRAM	1	2	3	4	15	TEACHER CENTERS (DURHAM, ADVISORY CENTER, COMMUNITY RESOURCES)	1	2	3	4	16	PROFESSIONAL ORGANIZATIONS	1	2	3	4	17	UNIVERSITY OR COLLEGE	1	2	3	4	18	DAY CARE SERVICES & OTHER TITLE XX PROGRAMS	1	2	3	4	19 A. ON-SITE CONSULTATIONS (This includes all meetings, conferences, planning sessions, and discussions, as well as informal communications with resource teachers, supervisors, model consultants, staff developers and other resource personnel who have functioned in a resource capacity.) <table border="1"> <tbody> <tr> <td>LESS THAN ONCE A MONTH</td> <td>1</td> </tr> <tr> <td>ONCE A MONTH</td> <td>2</td> </tr> <tr> <td>EVERY OTHER WEEK</td> <td>3</td> </tr> <tr> <td>AT LEAST ONCE A WEEK</td> <td>4</td> </tr> <tr> <td>NEVER, NOT AT ALL</td> <td>5</td> </tr> </tbody> </table> 20 B. WORKSHOP SESSIONS <table border="1"> <tbody> <tr> <td>LESS THAN ONCE A MONTH</td> <td>1</td> </tr> <tr> <td>ONCE A MONTH</td> <td>2</td> </tr> <tr> <td>EVERY OTHER WEEK</td> <td>3</td> </tr> <tr> <td>AT LEAST ONCE A WEEK</td> <td>4</td> </tr> <tr> <td>NEVER, NOT AT ALL</td> <td>5</td> </tr> </tbody> </table> 21 C. ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE <table border="1"> <tbody> <tr> <td>LESS THAN ONCE A MONTH</td> <td>1</td> </tr> <tr> <td>ONCE A MONTH</td> <td>2</td> </tr> <tr> <td>EVERY OTHER WEEK</td> <td>3</td> </tr> <tr> <td>AT LEAST ONCE A WEEK</td> <td>4</td> </tr> <tr> <td>NEVER, NOT AT ALL</td> <td>5</td> </tr> </tbody> </table> 22 IS ON-GOING STAFF DEVELOPMENT BUILT INTO THE SCHOOL DAY? <table border="1"> <tbody> <tr> <td>YES</td> <td>1</td> </tr> <tr> <td>NO</td> <td>2</td> </tr> </tbody> </table>		LESS THAN ONCE A MONTH	1	ONCE A MONTH	2	EVERY OTHER WEEK	3	AT LEAST ONCE A WEEK	4	NEVER, NOT AT ALL	5	LESS THAN ONCE A MONTH	1	ONCE A MONTH	2	EVERY OTHER WEEK	3	AT LEAST ONCE A WEEK	4	NEVER, NOT AT ALL	5	LESS THAN ONCE A MONTH	1	ONCE A MONTH	2	EVERY OTHER WEEK	3	AT LEAST ONCE A WEEK	4	NEVER, NOT AT ALL	5	YES	1	NO	2
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Look at the services provided by resource/support/supervisory personnel. If you are satisfied, circle '1'. If not, circle '2'.

Please put in order of IMPORTANCE to you the following services provided by resource/support/supervisory personnel (1 - highest to 10 - lowest).

		GENERALLY SATISFIED	SPECIALLY NOT SATISFIED	1 2 3 4 5 6 7 8 9 10										
23	CONDUCTS WORKSHOPS	1	2	34	CONDUCTS WORKSHOPS									
24	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES	1	2	35	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES									
25	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS	1	2	36	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS									
26	LOCATES AVAILABLE RESOURCE MATERIALS	1	2	37	LOCATES AVAILABLE RESOURCE MATERIALS									
27	ON-SITE CLASSROOM TRAINING	1	2	38	PROVIDES ON-SITE CLASSROOM TRAINING									
28	GIVES SUPPORT IN SOLVING CLASSROOM MGT. PROBLEMS	1	2	39	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS									
29	GIVES SUPPORT TO INDIVIDUAL CONCERNS	1	2	40	GIVES SUPPORT TO INDIVIDUAL CONCERNS									
30	OFFERS SUPPORT IN PARENT INVOLVEMENT	1	2	41	OFFERS SUPPORT IN PARENT INVOLVEMENT									
31	ARRANGES USE OF PROFESSIONAL DAYS	1	2	42	ARRANGES USE OF PROFESSIONAL DAYS									
32	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN	1	2	43	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN									
33 Rate the effectiveness of the training provided by outside model consultants this year (Follow Through Only):														
NOT APPLICABLE		4												
MINIMALLY EFFECTIVE		1												
MODERATELY EFFECTIVE		2												
VERY EFFECTIVE		3												

WHAT EFFECT DID IT HAVE?				WHAT ABOUT FUTURE STAFF DEVELOPMENT?															
Indicate the extent to which staff development this year resulted in greater effectiveness in your classroom:				60 WOULD YOU LIKE MORE RELEASE TIME DURING THE SCHOOL DAY FOR STAFF DEVELOPMENT? <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">YES</td> <td style="width: 50px; text-align: center; padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">NO</td> <td style="width: 50px; text-align: center; padding: 2px;">2</td> </tr> </table> 61 INDICATE THE ONE TYPE OF STAFF DEVELOPMENT YOU WOULD PREFER MOST: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">ON-SITE CONSULTATIONS</td> <td style="width: 50px; text-align: center; padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">WORKSHOP SESSIONS</td> <td style="width: 50px; text-align: center; padding: 2px;">2</td> </tr> <tr> <td style="padding: 2px;">ON-SITE DEMONSTRATIONS</td> <td style="width: 50px; text-align: center; padding: 2px;">3</td> </tr> <tr> <td style="padding: 2px;">SOME OF EACH</td> <td style="width: 50px; text-align: center; padding: 2px;">4</td> </tr> <tr> <td style="padding: 2px;">NONE AT ALL</td> <td style="width: 50px; text-align: center; padding: 2px;">5</td> </tr> </table> COMMENTS:		YES	1	NO	2	ON-SITE CONSULTATIONS	1	WORKSHOP SESSIONS	2	ON-SITE DEMONSTRATIONS	3	SOME OF EACH	4	NONE AT ALL	5
YES	1																		
NO	2																		
ON-SITE CONSULTATIONS	1																		
WORKSHOP SESSIONS	2																		
ON-SITE DEMONSTRATIONS	3																		
SOME OF EACH	4																		
NONE AT ALL	5																		
AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE																		
	LITTLE	MODERATE	GREAT																
44 SOCIAL BEHAVIORS	1	2	3																
45 PARENT INVOLVEMENT	1	2	3																
46 USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	1	2	3																
47 CHILD GROWTH AND DEVELOPMENT ISSUES	1	2	3																
48 COMMUNITY RESOURCES	1	2	3																
49 CURRICULUM DEVELOPMENT	1	2	3																
50 CLASSROOM MANAGEMENT	1	2	3																
51 MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	1	2	3																
52 MODEL/OPTION RELATED TRAINING	1	2	3																
53 HELPING CHILDREN TAKE TESTS	1	2	3																
54 IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	1	2	3																
55 LEARNING ABOUT COMMERCIAL MATERIALS	1	2	3																
56 INDIVIDUALIZING INSTRUCTION	1	2	3																
57 LEARNING DISABILITIES	1	2	3																
58 SUSPECTED CHILD ABUSE AND NEGLECT	1	2	3																
59 USING TEACHER CENTER FACILITIES	1	2	3																

WHAT ABOUT FUTURE STAFF DEVELOPMENT?

Indicate any areas of staff development in which you would participate without reimbursement and on your own time:

Out of the following areas for future staff development, choose the FIVE you prefer most by circling '1'; those you do not prefer by circling '2'.

AREA OF STAFF DEVELOPMENT		WILLING	NOT WILLING	AREA OF STAFF DEVELOPMENT		PREFERRED	NOT PREFERRED
62	SOCIAL BEHAVIORS	1	2	78	SOCIAL BEHAVIORS	1	2
63	PARENT INVOLVEMENT	1	2	79	PARENT INVOLVEMENT	1	2
64	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	1	2	80	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	1	2
65	GROWTH AND DEVELOPMENT ISSUES	1	2	81	GROWTH AND DEVELOPMENT ISSUES	1	2
66	COMMUNITY RESOURCES	1	2	82	COMMUNITY RESOURCES	1	2
67	CURRICULUM DEVELOPMENT	1	2	83	CURRICULUM DEVELOPMENT	1	2
68	CLASSROOM MANAGEMENT	1	2	84	CLASSROOM MANAGEMENT	1	2
69	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	1	2	85	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	1	2
70	MODEL/OPTION RELATED TRAINING	1	2	86	MODEL/OPTION RELATED TRAINING	1	2
71	HELPING CHILDREN TAKE TESTS	1	2	87	HELPING CHILDREN TAKE TESTS	1	2
72	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	1	2	88	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	1	2
73	LEARNING ABOUT COMMERCIAL MATERIALS	1	2	89	LEARNING ABOUT COMMERCIAL MATERIALS	1	2
74	INDIVIDUALIZING INSTRUCTION	1	2	90	INDIVIDUALIZING INSTRUCTION	1	2
75	LEARNING DISABILITIES	1	2	91	LEARNING DISABILITIES	1	2
76	SUSPECTED CHILD ABUSE AND NEGLECT	1	2	92	SUSPECTED CHILD ABUSE AND NEGLECT	1	2
77	USING TEACHER CENTER FACILITIES	1	2	93	USING TEACHER CENTER FACILITIES	1	2

A-2.3

APPENDIX B
CHILD CARE STAFF DEVELOPMENT
(1976-1977)

CHILD CARE

This analysis is based on returns from 56 teachers and 36 assistants and aides who represent 63% of the instructional staff. All four supervisors also completed and returned questionnaires.

ATTENDANCE AT STAFF DEVELOPMENT WORKSHOPS

As can be seen from Table 1, the major types of staff development workshops Child Care teachers participated in were: program-sponsored workshops (84%), local school/center staff development sessions (76%) including faculty meetings, and staff development provided by teacher centers (67%).

The major types of workshops assistants and aides attended (Table 2) were program-sponsored workshops (69%) and local school/center staff development sessions (67%).

AMOUNT OF SUPERVISORY SUPPORT (Tables 3 and 4)

Sixty-two percent (62%) of the teachers indicated that they had on-site consultations at least once a month, but 76% had workshop sessions less frequently than once a month. More than half (51%) received no on-site demonstrations or teaching assistance throughout the year.

A similar pattern held for assistants and aides, with 55% receiving on-site consultations at least once a month, 78% having workshop sessions less than once a month, and 50% receiving no on-site demonstrations or teaching assistance throughout the year.

SATISFACTION WITH SUPERVISORY SUPPORT (Tables 5 and 6)

The majority of Child Care teachers indicated that they were satisfied with 8 of the 10 services provided by supervisory and support personnel, which were listed on the questionnaire. Those services which were particularly satisfactory were in rank order: 1) support in working out concerns about individual children, 2) conducting workshops; providing information about the program and giving support to individual concerns. The two services which were least satisfactory were: 1) on-site classroom training and 2) arranging the use of professional days.

The majority of assistants and aides indicated that they were satisfied with 9 of the 10 listed services provided by supervisory and support personnel. The most satisfactory services in rank order were: 1) conducting workshops; locating available resources, 2) providing program information; giving support in working out concerns about individual children, and 3) giving support to individual concerns. On-site classroom training was the least satisfactory service provided.

Supervisors indicated that they had spent most of their time on classroom management and concerns about individual children.

IMPACT OF STAFF DEVELOPMENT ON CLASSROOM PRACTICES (Tables 7 and 8)

Teachers were asked to indicate to what degree various types of staff development changed classroom effectiveness. The most effective areas in rank order were staff development in: 1) child growth and development, 2) using the creative arts to enrich the curriculum and 3) curriculum development.

Assistants and aides felt that the most effective areas in rank order were: 1) social behaviors, 2) using the creative arts to enrich the curriculum, 3) curriculum development, 4) child growth and development; classroom management, 5) parent involvement; making effective use of physical space; improving the basic skills; and individualizing instruction.

FUTURE STAFF DEVELOPMENT (Tables 9-14)

The majority (56%) of Child Care teachers indicated that they preferred no one single mode of staff development, but rather some of each, i.e. on-site consultations, workshop sessions and on-site teaching assistance. The one area which the majority of teachers preferred for future staff development was parent involvement although there were many areas in which they were willing to participate without reimbursement. The least preferred areas for future staff developed for 80% or more of the teachers were: 1) model-related training, 2) helping children take tests, 3) child abuse and 4) community resources.

Sixty-one percent (61%) of the assistants and aides also preferred no one single mode of staff development, and indicated that there were four areas which they preferred for future staff development: 1) the creative arts, 2) parent involvement, 3) social behaviors and the basic skills. The majority of assistants and aides also indicated that they would be willing to participate in 11 of the staff development areas without reimbursement.

Supervisors had four priority areas for future staff development: 1) human relations, 2) parent involvement, 3) child development and 4) classroom management.

TABLE 1
CHILD CARE
TEACHERS (N=56)

NUMBER OF WORKSHOPS ATTENDED BY TYPE

Frequency	Community Agency %	Health Facility %	Local School Staff %	Program Sponsored %	City Wide Sch. Dist. %	District ECE Program %	Teacher Center %	Profess. Organiz. %	University or College %	Title XX Day Care Service %
No Response	24	25	13	14	16	22	11	24	18	27
1 to 5 Sessions	13	22	34	53	29	25	49	31	22	13
6 to 10 Sessions	5	0	11	24	2	2	11	5	5	5
Over 10 Sessions	0	0	31	7	2	4	7	0	9	5
Never	58	53	11	2	51	47	22	40	45	49

* Due to rounding, percentages may not always equal 100%.

TABLE 2

CHILD CARE

EXTENT TO WHICH ASSISTANTS AND AIDES (N=36) ATTENDED AT LEAST 1 WORKSHOP

Facility	Percent
Community (Gov't Agency PAAC, PARC, etc.)	8
Health Care Facilities	8
Local School Staff Development Days (1/2 Day or Faculty Meeting)	67
Program-Sponsored Staff Development	69
City-Wide School District In-Service Course	36
District Early Childhood Program	39
Teacher Centers (Durham, Advisory Center, Community Resources)	39
Professional Organizations	14
University or College	28
Day Care Services & Other Title XX Programs	22

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TABLE 3
CHILD CARE
TEACHERS (N=56)
AMOUNT OF SUPERVISORY SUPPORT

Frequency	On Site Consultations %	Workshop Sessions %	On Site Demonstrations Teaching Assistance %
No Response	2	0	5
Less than 1/Month	31	76	33
1/Month	33	22	7
Biweekly	5	0	2
Weekly	24	0	2
Never	5	2	51

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TABLE 4
CHILD CARE
ASSISTANTS AND AIDES (N=36)
AMOUNT OF SUPERVISORY SUPPORT

Frequency	On Site Consultations %	Workshop Sessions %	On Site Demonstrations Teaching Assistance %
No Response	6	0	11
Less than 1/Month	31	78	28
1/Month	25	14	8
Biweekly	8	5	0
Weekly	22	0	3
Never	8	3	50

TABLE 5
CHILD CARE
TEACHERS (N=56)
SATISFACTION WITH SERVICES PROVIDED BY
SUPPORT/SUPERVISORY/RESOURCE
PERSONNEL

Services Provided	Generally Satisfied %	Generally Not Satisfied %	No Response %	Rank
Conducts Workshops	73	25	4	3
Informs You of Program Information, Decisions, and Procedures	73	26	2	3
Gives Suggestions About the Effective Use of Curriculum Materials	66	29	6	5.5
Locates Available Resource Materials	62	31	7	8
Provides On-Site Classroom Training	24	60	16	10
Gives Support in Solving Classroom Management Problems	66	33	2	5.5
Gives Support to Individual Concerns	73	26	2	3
Offers Support in Parent Involvement	64	31	6	7
Arranges Use of Professional Days	46	35	20	9
Gives Support in Working Out Concerns About Individual Children	78	22	0	1

* Due to rounding, percentages may not always equal 100%.

TABLE 6
CHILD CARE
ASSISTANTS AND AIDES (N=36)
SATISFACTION WITH SERVICES PROVIDED BY
SUPPORT/SUPERVISORY/RESOURCE
PERSONNEL

Services Provided	Generally Satisfied %	Generally Not Satisfied %	No Response %	Rank
Conducts Workshops	81	17	3	1.5
Informs You of Program Information, Decisions, and Procedures	75	25	0	3.5
Gives Suggestions About the Effective Use of Curriculum Materials	69	28	3	6
Locates Available Resource Materials	81	17	3	1.5
Provides On-Site Classroom Training	28	56	17	10
Gives Support in Solving Classroom Management Problems	67	31	3	7
Gives Support to Individual Concerns	72	25	3	5
Offers Support in Parent Involvement	56	42	3	8
Arranges Use of Professional Days	50	36	14	9
Gives Support in Working Out Concerns About Individual Children	75	25	0	3.5

* Due to rounding, percentages may not always equal 100%.

TABLE 7
CHILD CARE
TEACHERS (N=56)
EXTENT TO WHICH STAFF DEVELOPMENT
RESULTED IN GREATER CLASSROOM EFFECTIVENESS

Area of Staff Development	Little Change %	Moderate Change %	Great Change %	No Response	Rank
Social Behaviors	38	33	15	15	5
Parent Involvement	42	33	16	9	4
Using the Creative Arts to Enrich the Curriculum	24	42	24	11	2
Growth and Development Issues	18	36	35	11	1
Community Resources	58	26	6	11	14
Curriculum Development	29	49	15	7	3
Classroom Management	47	29	15	9	8.5
Making Effective Use of Your Physical Space	47	27	15	11	10
Model/Option Related Training	64	6	4	27	16
Helping Children Take Tests	42	31	9	18	11
Improving the Basic Skills or Basic Skill Readiness	40	26	20	15	6.5
Learning About Commercial Materials	44	33	6	18	12
Individualizing Instruction	40	36	9	15	6.5
Learning Disabilities	47	22	22	18	8.5
Suspected Child Abuse and Neglect	62	15	7	16	15
Using Teacher Center Facilities	55	20	16	9	13

* Due to rounding, percentages may not always equal 100%.

TABLE 8

CHILD CARE

ASSISTANTS AND AIDES (N=36)

EXTENT TO WHICH STAFF DEVELOPMENT
RESULTED IN GREATER CLASSROOM EFFECTIVENESS

Area of Staff Development	Little Change %	Moderate Change %	Great Change %	No Response	Rank
Social Behaviors	22	50	18	11	1
Parent Involvement	36	36	17	11	7.5
Using the Creative Arts to Enrich the Curriculum	19	39	28	14	2
Growth and Development Issues	31	25	31	14	4.5
Community Resources	44	36	3	17	12
Curriculum Development	25	31	28	17	3
Classroom Management	31	39	17	14	4.5
Making Effective Use of Your Physical Space	31	39	14	17	7.5
Model/Option Related Training	36	28	0	36	14.5
Helping Children Take Tests	42	17	11	31	14.5
Improving the Basic Skills or Basic Skill Readiness	31	28	25	17	7.5
Learning About Commercial Materials	42	33	11	14	11
Individualizing Instruction	33	42	11	14	7.5
Learning Disabilities	44	25	11	19	13
Suspected Child Abuse and Neglect	61	14	8	17	16
Using Teacher Center Facilities	36	19	22	22	10

* Due to rounding, percentages may not always equal 100%.

TABLE 9
CHILD CARE
TEACHERS (N=56)

TYPE OF PREFERRED STAFF DEVELOPMENT

	Percent
On-Site Consultations	9
Workshop Sessions	13
On-Site Demonstrations	20
Some of Each	56
None At All	2
No Response	0

TABLE 10
CHILD CARE
ASSISTANTS AND AIDES (N=36)
TYPE OF PREFERRED STAFF DEVELOPMENT

	Percent
On-Site Consultations	14
Workshop Sessions	3
On-Site Demonstrations	14
Some of Each	61
None At All	0
No Response	8

TABLE 11
CHILD CARE
TEACHERS (N=56)

PREFERRED AREAS FOR FUTURE STAFF DEVELOPMENT PROGRAM

Area of Staff Development	Preferred %	Not Preferred %	No Response %	Rank
Social Behaviors	47	26	27	3.5
Parent Involvement	51	26	24	1
Using the Creative Arts to Enrich the Curriculum	49	26	26	2
Growth and Development Issues	44	31	26	5.5
Community Resources	27	40	33	10
Curriculum Development	47	22	31	3.5
Classroom Management	42	26	33	7
Making Effective Use of Your Physical Space	20	49	31	12.5
Model/Option Related Training	2	55	44	16
Helping Children Take Tests	5	60	35	15
Improving the Basic Skills or Basic Skill Readiness	44	27	29	5.5
Learning About Commercial Materials	15	47	38	14
Individualizing Instruction	38	31	31	8.5
Learning Disabilities	38	29	33	8.5
Suspected Child Abuse and Neglect	20	38	42	12.5
Using Teacher Center Facilities	26	35	40	11

* Due to rounding, percentages may not always equal 100%

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TABLE 12
CHILD CARE
TEACHERS (N=56)

AREAS OF STAFF DEVELOPMENT IN WHICH TEACHERS
WOULD PARTICIPATE WITHOUT REIMBURSEMENT

Area of Staff Development	Willing %	Not Willing %	No Response %	Rank
Social Behaviors	62	21	17	4.5
Parent Involvement	66	22	13	1.5
Using the Creative Arts to Enrich the Curriculum	66	22	13	1.5
Growth and Development Issues	56	29	15	8
Community Resources	44	36	20	12.5
Curriculum Development	64	16	20	3
Classroom Management	60	22	18	6.5
Making Effective Use of Your Physical Space	44	31	26	12.5
Model/Option Related Training	16	51	33	15.5
Helping Children Take Tests	16	53	31	15.5
Improving the Basic Skills or Basic Skill Readiness	51	31	18	10
Learning About Commercial Materials	36	38	26	14
Individualizing Instruction	53	26	22	9
Learning Disabilities	60	22	18	6.5
Suspected Child Abuse and Neglect	47	27	26	11
Using Teacher Center Facilities	62	20	18	4.5

* Due to rounding, percentages may not always equal 100%.

TABLE 13
CHILD CARE
ASSISTANTS AND AIDES (N=36)
PREFERRED AREAS FOR FUTURE STAFF DEVELOPMENT PROGRAM

Area of Staff Development	Preferred %	Not Preferred %	No Response %	Rank
Social Behaviors	50	28	22	3.5
Parent Involvement	53	31	17	2
Using the Creative Arts to Enrich the Curriculum	58	25	17	1
Growth and Development Issues	28	31	42	9.5
Community Resources	25	39	36	11
Curriculum Development	31	31	39	6.5
Classroom Management	22	39	39	12.5
Making Effective Use of Your Physical Space	31	39	31	6.5
Model/Option Related Training	6	50	44	16
Helping Children Take Tests	22	42	36	12.5
Improving the Basic Skills or Basic Skill Readiness	50	17	33	3.5
Learning About Commercial Materials	11	50	39	15
Individualizing Instruction	31	33	36	6.5
Learning Disabilities	28	42	31	9.5
Suspected Child Abuse and Neglect	31	42	28	6.5
Using Teacher Center Facilities	17	42	42	14

* Due to rounding, percentages may not always equal 100%.

TABLE 14

CHILD CARE

ASSISTANTS AND AIDES (N=36)

AREAS OF STAFF DEVELOPMENT IN WHICH AIDES
WOULD PARTICIPATE WITHOUT REIMBURSEMENT

Area of Staff Development	Willing %	Not Willing %	No Response %	Rank
Social Behaviors	64	17	19	2
Parent Involvement	58	22	19	6
Using the Creative Arts to Enrich the Curriculum	61	25	14	4.5
Growth and Development Issues	53	25	22	9
Community Resources	39	33	28	15
Curriculum Development	61	19	19	4.5
Classroom Management	50	22	28	11.5
Making Effective Use of Your Physical Space	50	22	28	11.5
Model/Option Related Training	25	33	42	16
Helping Children Take Tests	42	31	28	14
Improving the Basic Skills or Basic Skill Readiness	56	17	28	7
Learning About Commercial Materials	44	31	25	13
Individualizing Instruction	53	25	22	9
Learning Disabilities	64	17	19	2
Suspected Child Abuse and Neglect	64	19	17	2
Using Teacher Center Facilities	53	22	25	9

* Due to rounding, percentages may not always equal 100%.

APPENDIX C
FOLLOW THROUGH STAFF DEVELOPMENT
(1976-1977)

FOLLOW THROUGH

This analysis is based on returns from 138 teachers and 119 aides who represent 66% of the instructional staff. Thirteen supervisors and staff developers (57%) also returned completed questionnaires.

ATTENDANCE AT STAFF DEVELOPMENT WORKSHOPS

As can be seen from Table 1, the three major types of staff development Follow Through teachers participated in were local school staff development sessions (81%) including faculty meetings, program-sponsored staff development (62%) and staff development provided by teachers centers (51%).

The majority of aides (Table 2) participated in local school staff development sessions (87%), program-sponsored workshops (73%) and workshops provided by professional organizations (63%).

AMOUNT OF SUPERVISORY SUPPORT (Tables 3 and 4)

Eighty percent (80%) of the teachers indicated that they had on-site consultations with supervisory staff, at least once a month while 42% were given on-site teaching assistance and 34% had workshops at least once a month. Twenty-five percent (25%), however, indicated that they had no workshops or on-site teaching assistance throughout the year.

Most aides indicated that they had on-site consultations (84%), workshop sessions (58%) and on-site teaching assistance (64%) at least once a month.

SATISFACTION WITH SUPERVISORY SUPPORT (Tables 5 and 6)

The majority of Follow Through teachers indicated that they were satisfied with 9 of the 10 listed services that supervisory and support personnel provided. The most satisfactory services in rank order were: 1) providing information about the program, 2) locating available resources and 3) giving support to individual concerns. The one area where the majority

was not satisfied was on-site classroom training.

Aides were satisfied with all 10 services listed, particularly; 1) giving suggestions about the effective use of curriculum materials, 2) locating available resource materials, and 3) giving support to working out concerns about individual children.

Supervisors and staff developers indicated that they had spent most of their staff development time on: 1) giving suggestions about the effective use of curriculum materials, 2) providing on-site classroom training, 3) providing support in parent involvement and 4) working out concerns about individual children.

EFFECTIVENESS OF MODEL CONSULTANTS

Across the program only 41% of the Follow Through teachers considered outside model consultants moderately to very effective. The three models where at least half of the respondents felt that their consultants were effective were Bilingual, EDC and Parent Education.

IMPACT OF STAFF DEVELOPMENT ON CLASSROOM EFFECTIVENESS (Tables 7 and 8)

Teachers were asked to indicate to what degree they felt the various types of staff development changed classroom effectiveness. The most effective areas in rank order were staff development in: 1) improving the basic skills; helping children take tests, 2) curriculum development, 3) individualizing instruction, 4) child growth and development and 5) model related training.

The majority of aides felt that every area of staff development changed their classroom effectiveness with the exception of staff development in suspected child abuse.

FUTURE STAFF DEVELOPMENT (Tables 9-14)

The majority (54%) of Follow Through teachers indicated that they preferred no one single mode of staff development, but rather some of each, i.e., on-site consultations, workshop sessions and on-site teaching assistance. The three most preferred areas for future staff development were: 1) improving the basic skills, 2) individualizing instruction, and 3) using the creative arts to enrich the curriculum. The majority of teachers were also willing to participate in staff development in these areas without reimbursement.

The least preferred areas for future staff development for 80% or more of the teachers were: 1) child abuse, 2) model-related training, 3) community resources and 4) the use of physical space. Although staff development in helping children take tests was considered the most effective, it was one of the least preferred for future staff development.

The majority of aides (64%) also preferred no one single mode of staff development but rather some of each. There was only two areas which the majority preferred for future staff development, i.e., improving the basic skills and social behaviors.

Supervisors and staff developers had four priority areas for future staff development: 1) human relations, 2) child development, 3) classroom management and 4) individualizing instruction.

TABLE 1

FOLLOW THROUGH

TEACHERS (N=138)

NUMBER OF WORKSHOPS ATTENDED BY TYPE

Frequency	Community Agency %	Health Facility %	Local School Staff %	Program Sponsored %	City Wide Sch. Dist. %	District ECE Program %	Teacher Center %	Profess. Organiz. %	University or College %	Title XX Day Care Service %
No Response	21	23	9	13	14	18	14	20	19	23
1 to 5 Sessions	12	13	27	34	28	26	35	21	13	5
6 to 10 Sessions	5	3	19	16	4	5	4	5	6	2
Over 10 Sessions	2	0.7	35	12	10	2	12	6	14	1
Never	59	60	10	25	43	49	34	49	49	68

* Due to rounding, percentages may not always equal 100%.

TABLE 2
FOLLOW THROUGH
EXTENT TO WHICH AIDES (N=119) ATTENDED AT LEAST 1 WORKSHOP

Facility	Percent
Community (Gov't Agency PAAC, PARC, etc.)	43
Health Care Facilities	32
Local School Staff Development Days (1/2 Day or Faculty Meeting)	87
Program-Sponsored Staff Development	73
City-Wide School District In-Service Course	25
District Early Childhood Program	36
Teacher Centers (Durham, Advisory Center, Community Resources)	47
Professional Organizations	63
University or College	25
Day Care Services & Other Title XX Programs	16

TABLE 3
FOLLOW THROUGH
TEACHERS (N=138)
AMOUNT OF SUPERVISORY SUPPORT

Frequency	On Site Consultations %	Workshop Sessions %	On Site Demonstrations Teaching Assistance %
No Response	3	4	6
Less than 1/Month	14	36	30
1/Month	22	25	18
Biweekly	14	6	15
Weekly	44	3	9
Never	4	25	23

* Due to rounding, percentages may not always equal 100%.

TABLE 4
FOLLOW THROUGH
AIDES (N=119)

AMOUNT OF SUPERVISORY SUPPORT

Frequency	On Site Consultations %	Workshop Sessions %	On Site Demonstrations Teaching Assistance %
No Response	4	2	5
Less than 1/Month	6	27	22
1/Month	27	38	31
Biweekly	16	11	12
Weekly	41	9	21
Never	7	13	10

* Due to rounding, percentages may not always equal 100%.

TABLE 5
FOLLOW THROUGH
TEACHERS (N=138)
SATISFACTION WITH SERVICES PROVIDED BY
SUPPORT/SUPERVISORY/RESOURCE
PERSONNEL

Services Provided	Generally Satisfied %	Generally Not Satisfied %	No Response %	Rank
Conducts Workshops	57	34	9	8
Informs You of Program Information, Decisions, and Procedures	78	18	4	1
Gives Suggestions About the Effective Use of Curriculum Materials	69	25	7	6
Locates Available Resource Materials	75	22	4	2
Provides On-Site Classroom Training	49	40	11	10
Gives Support in Solving Classroom Management Problems	73	24	4	4
Gives Support to Individual Concerns	74	24	2	3
Offers Support in Parent Involvement	69	24	6	6
Arranges Use of Professional Days	52	36	12	9
Gives Support in Working Out Concerns About Individual Children	69	28	3	6

* Due to rounding, percentages may not always equal 100%.

TABLE 6
FOLLOW THROUGH
AIDES (N=119)
SATISFACTION WITH SERVICES PROVIDED BY
SUPPORT/SUPERVISORY/RESOURCE
PERSONNEL

Services Provided	Generally Satisfied %	Generally Not Satisfied %	No Response %	Rank
Conducts Workshops	78	13	8	5
Informs You of Program Information, Decisions, and Procedures	73	18	9	8
Gives Suggestions About the Effective Use of Curriculum Materials	79	12	9	2
Locates Available Resource Materials	79	13	8	2
Provides On-Site Classroom Training	71	20	9	9
Gives Support in Solving Classroom Management Problems	78	16	6	5
Gives Support to Individual Concerns	75	18	8	7
Offers Support in Parent Involvement	78	14	8	5
Arranges Use of Professional Days	66	17	18	10
Gives Support in Working Out Concerns About Individual Children	79	14	7	2

* Due to rounding, percentages may not always equal 100%.

TABLE 7

FOLLOW THROUGH
TEACHERS (N=138)

EXTENT TO WHICH STAFF DEVELOPMENT
RESULTED IN GREATER CLASSROOM EFFECTIVENESS

Area of Staff Development	Little Change %	Moderate Change %	Great Change %	No Response %	Rank
Social Behaviors	39	36	11	15	7
Parent Involvement	42	31	13	14	10.5
Using the Creative Arts to Enrich the Curriculum	41	30	15	15	10.5
Growth and Development Issues	33	41	12	15	5
Community Resources	54	24	7	15	15
Curriculum Development	30	38	17	15	3
Classroom Management	38	34	11	17	8
Making Effective Use of Your Physical Space	46	20	20	13	12
Model/Option Related Training	42	24	14	20	6
Helping Children Take Tests	30	33	24	12	1.5
Improving the Basic Skills or Basic Skill Readiness	28	36	22	15	1.5
Learning About Commercial Materials	46	27	12	16	13
Individualizing Instruction	33	31	22	14	4
Learning Disabilities	49	27	10	15	14
Suspected Child Abuse and Neglect	61	18	4	17	16
Using Teacher Center Facilities	40	27	17	16	9

* Due to rounding, percentages may not always equal 100%.

TABLE 8

FOLLOW THROUGH
AIDES (N=119)

EXTENT TO WHICH STAFF DEVELOPMENT
RESULTED IN GREATER CLASSROOM EFFECTIVENESS

Area of Staff Development	Little Change %	Moderate Change %	Great Change %	No Response %	Rank
Social Behaviors	29	47	15	9	10
Parent Involvement	28	35	25	12	11.5
Using the Creative Arts to Enrich the Curriculum	19	43	27	12	5
Growth and Development Issues	21	43	25	12	6
Community Resources	37	38	16	9	15
Curriculum Development	17	44	27	13	3.5
Classroom Management	20	40	31	9	3.5
Making Effective Use of Your Physical Space	26	38	25	11	9
Model/Option Related Training	27	48	12	14	11.5
Helping Children Take Tests	28	30	36	7	8
Improving the Basic Skills or Basic Skill Readiness	15	33	43	9	1
Learning About Commercial Materials	26	48	19	8	7
Individualizing Instruction	17	38	37	9	2
Learning Disabilities	33	36	21	11	13
Suspected Child Abuse and Neglect	38	16	11	15	16
Using Teacher Center Facilities	33	34	23	10	14

* Due to rounding, percentages may not always equal 100%.

TABLE 9
FOLLOW THROUGH
TEACHERS (N=138)
TYPE OF PREFERRED STAFF DEVELOPMENT

	Percent
On-Site Consultations	1
Workshop Sessions	24
On-Site Demonstrations	13
Some of Each	54
None At All	3
No Response	4

* Due to rounding, percentages may not always equal 100%.

TABLE 10
FOLLOW THROUGH
AIDES (N=119)
TYPE OF PREFERRED STAFF DEVELOPMENT

	Percent
On-Site Consultations	4
Workshop Sessions	18
On-Site Demonstrations	8
Some of Each	64
None At All	1
No Response	4

* Due to rounding, percentages may not always equal 100%.

TABLE 11
FOLLOW THROUGH
TEACHERS (N=138)

PREFERRED AREAS FOR FUTURE STAFF DEVELOPMENT PROGRAM

Area of Staff Development	Preferred %	Not Preferred %	No Response %	Rank
Social Behaviors	34	38	28	7
Parent Involvement	36	35	30	6
Using the Creative Arts to Enrich the Curriculum	51	32	17	3
Growth and Development Issues	28	40	33	8.5
Community Resources	17	49	34	13.5
Curriculum Development	44	27	30	5
Classroom Management	28	42	30	8.5
Making Effective Use of Your Physical Space	17	50	33	13.5
Model/Option Related Training	13	53	34	15
Helping Children Take Tests	21	50	29	11
Improving the Basic Skills or Basic Skill Readiness	71	14	15	1
Learning About Commercial Materials	18	51	31	12
Individualizing Instruction	54	24	22	2
Learning Disabilities	44	28	28	4
Suspected Child Abuse and Neglect	11	49	40	16
Using Teacher Center Facilities	27	42	31	10

* Due to rounding, percentages may not always equal 100%.

TABLE 12
FOLLOW THROUGH
TEACHERS (N=138)

AREAS OF STAFF DEVELOPMENT IN WHICH TEACHERS
WOULD PARTICIPATE WITHOUT REIMBURSEMENT

Area of Staff Development	Willing %	Not Willing %	No Response %	Rank
Social Behaviors	44	32	24	7.5
Parent Involvement	39	36	25	10.5
Using the Creative Arts to Enrich the Curriculum	54	25	21	2
Growth and Development Issues	39	35	26	10.5
Community Resources	30	42	28	14
Curriculum Development	48	28	24	5
Classroom Management	44	30	26	7.5
Making Effective Use of Your Physical Space	30	44	25	14
Model/Option Related Training	26	45	29	16
Helping Children Take Tests	32	42	26	12
Improving the Basic Skills or Basic Skill Readiness	66	20	15	1
Learning About Commercial Materials	40	35	25	9
Individualizing Instruction	51	29	20	3.5
Learning Disabilities	51	27	22	3.5
Suspected Child Abuse and Neglect	30	44	27	14
Using Teacher Center Facilities	46	31	23	6

* Due to rounding, percentages may not always equal 100%.

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TABLE 13

FOLLOW THROUGH

AIDES (N=119)

PREFERRED AREAS FOR FUTURE STAFF DEVELOPMENT PROGRAM

Area of Staff Development	Preferred %	Not Preferred %	No Response %	Rank
Social Behaviors	53	22	26	2
Parent Involvement	41	28	31	6
Using the Creative Arts to Enrich the Curriculum	43	23	34	4
Growth and Development Issues	33	30	38	9.5
Community Resources	18	34	48	15
Curriculum Development	33	21	46	9.5
Classroom Management	38	30	32	7
Making Effective Use of Your Physical Space	17	38	45	16
Model/Option Related Training	19	34	47	13.5
Helping Children Take Tests	35	27	38	8
Improving the Basic Skills or Basic Skill Readiness	62	11	28	1
Learning About Commercial Materials	19	37	44	13.5
Individualizing Instruction	42	22	37	5
Learning Disabilities	48	21	32	3
Suspected Child Abuse and Neglect	29	28	43	11
Using Teacher Center Facilities	27	33	41	12

* Due to rounding, percentages may not always equal 100%.

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TABLE 14
FOLLOW THROUGH
AIDES (N=119)

AREAS OF STAFF DEVELOPMENT IN WHICH AIDES
WOULD PARTICIPATE WITHOUT REIMBURSEMENT

Area of Staff Development	Willing %	Not Willing %	No Response %	Rank
Social Behaviors	53	22	26	6.5
Parent Involvement	45	28	27	12
Using the Creative Arts to Enrich the Curriculum	53	18	28	6.5
Growth and Development Issues	53	21	26	6.5
Community Resources	33	32	35	16
Curriculum Development	53	17	31	6.5
Classroom Management	55	17	28	5
Making Effective Use of Your Physical Space	36	31	33	15
Model/Option Related Training	39	26	35	14
Helping Children Take Tests	58	18	25	3.5
Improving the Basic Skills or Basic Skill Readiness	63	13	23	1
Learning About Commercial Materials	43	28	30	13
Individualizing Instruction	58	17	25	3.5
Learning Disabilities	59	16	25	2
Suspected Child Abuse and Neglect	48	19	33	10
Using Teacher Center Facilities	47	21	33	11

* Due to rounding, percentages may not always equal 100%.

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APPENDIX D

FOLLOW THROUGH EXPANSION STAFF DEVELOPMENT

(1976-1977)

FOLLOW THROUGH EXPANSION

This analysis is based on returns from 169 teachers and 165 aides who represent 39% of the instructional staff. Thirteen resource teachers (81%) also returned completed questionnaires.

ATTENDANCE AT STAFF DEVELOPMENT WORKSHOPS

As can be seen from Table 1, the major types of staff development workshops Expansion Program teachers participated in were: local school staff development sessions (87%) including faculty meetings, program sponsored staff development (78%), and staff development provided by teacher centers (59%).

The same pattern held for aides with 81% participating in local school staff development sessions, 70% participating in program-sponsored workshops and 64% in teacher center workshops (Table 2).

AMOUNT OF SUPERVISORY SUPPORT (Tables 3 and 4)

Sixty four percent (64%) of the teachers indicated that they had on-site consultations with supervisory staff at least twice a month, and 80% at least once a month. However, only 27% had on-site teaching assistance/demonstrations or workshops at least once a month. Twenty to 38% of the teachers indicated that they had no workshops or on-site teaching assistance throughout the year.

Eighty percent (80%) of the aides indicated that they had on-site consultations at least once a month, while 58% had workshops and 54% had on-site demonstrations and teaching assistance at least once a month.

SATISFACTION WITH SUPERVISORY SUPPORT (Tables 5 and 6)

The majority of Expansion Program teachers indicated that they were satisfied with 9 of the 10 listed services provided by supervisory and support personnel.

Those services they were most satisfied with were: 1) giving support to individual concerns, 2) locating available resource materials, 3) providing information about the program and 4) offering support in parent involvement. The only area where the majority was not satisfied was on-site classroom training.

The majority of aides expressed satisfaction with all 10 services listed on the questionnaire. Giving suggestions about the effective use of curriculum materials; locating available resources and giving support to individual concerns were the three most satisfactory services provided.

Resource teachers indicated that they had spent most of their staff development time on: 1) giving suggestions about the effective use of curriculum materials, 2) locating available resource materials, and 3) giving support in solving classroom management problems.

IMPACT OF STAFF DEVELOPMENT ON CLASSROOM EFFECTIVENESS (Tables 7 and 8)

Teachers were asked to indicate to what degree they felt that the various types of staff development changed classroom effectiveness. The most effective areas in rank order were staff development in: 1) classroom management, 2) parent involvement and 3) improving the basic skills.

Aides felt that staff development in the following areas had the greatest effect: 1) making effective use of physical space, 2) individualizing instruction, 3) classroom management and improving the basic skills.

FUTURE STAFF DEVELOPMENT (Tables 9-14)

The majority of teachers (52%) indicated that they preferred no one single mode of staff development, but rather some of each, i. e., on-site consultations, workshop sessions and on-site teaching assistance. The two most preferred areas for future staff development were: 1) improving the basic skills and 2) individualizing instruction. The majority of teachers also indicated that they would be willing to participate in staff development in these areas without reimbursement. The least preferred areas for future staff development (for 80% or more of the teachers) were: 1) community resources; helping children take tests, and 2) learning about commercial materials.

The majority of aides (54%) also preferred no one single mode of staff development. Four areas were identified as priorities for future staff development: 1) improving the basic skills, 2) social behaviors, 3) individualizing instruction, and 4) classroom management. The majority indicated that they would be willing to participate in staff development in these areas without reimbursement. The least preferred areas for future staff development were: 1) learning about commercial materials, 2) community resources, 3) suspected child abuse and neglect and 4) option related training.

Resource teachers had three priority areas for future staff development: 1) human relations, 2) curriculum development and 3) individualizing instruction.

TABLE 1
FOLLOW THROUGH EXPANSION
TEACHERS (N=169)
NUMBER OF WORKSHOPS ATTENDED BY TYPE

Frequency	Community Agency %	Health Facility %	Local School Staff %	Program Sponsored %	City Wide Sch. Dist. %	District ECE Program %	Teacher Center %	Profess. Organiz. %	University or College %	Title XX Day Care Service %
No Response	20	22	6	8	15	19	12	20	17	21
1 to 5 Sessions	13	12	35	49	29	30	44	20	10	6
6 to 10 Sessions	3	2	18	14	6	5	9	3	5	1
Over 10 Sessions	1	2	34	15	9	0	6	5	17	1
Never	63	61	6	15	42	47	28	51	50	70

* Due to rounding, percentages may not always equal 100%.

TABLE 2

FOLLOW THROUGH EXPANSION

EXTENT TO WHICH AIDES (N=119) ATTENDED AT LEAST 1 WORKSHOP

Facility	Percent
Community (Gov't Agency PAAC, PARC, etc.)	18
Health Care Facilities	19
Local School Staff Development Days (1/2 Day or Faculty Meeting)	81
Program-Sponsored Staff Development	70
City-Wide School District In-Service Course	31
District Early Childhood Program	33
Teacher Centers (Durham, Advisory Center, Community Resources)	64
Professional Organizations	11
University or College	9
Day Care Services & Other Title XX Programs	8

TABLE 3
FOLLOW THROUGH EXPANSION
TEACHERS (N=169)
AMOUNT OF SUPERVISORY SUPPORT

Frequency	On Site Consultations %	Workshop Sessions %	On Site Demonstrations Teaching Assistance %
No Response	1	2	1
Less than 1/Month	18	50	34
1/Month	16	21	12
Biweekly	15	5	8
Weekly	49	1	7
Never	1	20	38

* Due to rounding, percentages may not always equal 100%.

TABLE 4
FOLLOW THROUGH EXPANSION
AIDES (N=165)
AMOUNT OF SUPERVISORY SUPPORT

Frequency	On Site Consultations %	Workshop Sessions %	On Site Demonstrations Teaching Assistance %
No Response	4	2	4
Less than 1/Month	14	32	27
1/Month	27	47	26
Biweekly	15	8	10
Weekly	38	3	18
Never	1	8	15

* Due to rounding, percentages may not always equal 100%.

TABLE 5
FOLLOW THROUGH EXPANSION
TEACHERS (N=169)
SATISFACTION WITH SERVICES PROVIDED BY
SUPPORT/SUPERVISORY/RESOURCE
PERSONNEL

Services Provided	Generally Satisfied %	Generally Not Satisfied %	No Response %	Rank
Conducts Workshops	62	33	5	8
Informs You of Program Information, Decisions, and Procedures	77	19	4	2.5
Gives Suggestions About the Effective Use of Curriculum Materials	71	25	5	4.5
Locates Available Resource Materials	77	20	4	2.5
Provides On-Site Classroom Training	49	43	8	10
Gives Support in Solving Classroom Management Problems	70	26	4	6
Gives Support to Individual Concerns	80	17	3	1
Offers Support in Parent Involvement	71	23	6	4.5
Arranges Use of Professional Days	55	37	8	9
Gives Support in Working Out Concerns About Individual Children	65	29	6	7

* Due to rounding, percentages may not always equal 100%.

TABLE 6
FOLLOW THROUGH EXPANSION
AIDES (N=165)
SATISFACTION WITH SERVICES PROVIDED BY
SUPPORT/SUPERVISORY/RESOURCE
PERSONNEL

Services Provided	Generally Satisfied %	Generally Not Satisfied %	No Response %	Rank
Conducts Workshops	82	9	9	4.5
Informs You of Program Information, Decisions, and Procedures	82	11	7	4.5
Gives Suggestions About the Effective Use of Curriculum Materials	86	8	6	1.5
Locates Available Resource Materials	86	6	8	1.5
Provides On-Site Classroom Training	68	23	9	9
Gives Support in Solving Classroom Management Problems	76	14	10	6.5
Gives Support to Individual Concerns	84	6	10	3
Offers Support in Parent Involvement	71	15	14	8
Arranges Use of Professional Days	67	14	19	10
Gives Support in Working Out Concerns About Individual Children	76	15	9	6.5

TABLE 7

FOLLOW THROUGH EXPANSION

TEACHERS (N=169)

EXTENT TO WHICH STAFF DEVELOPMENT
RESULTED IN GREATER CLASSROOM EFFECTIVENESS

Area of Staff Development	Little Change %	Moderate Change %	Great Change %	No Response %	Rank
Social Behaviors	39	37	16	8	8.5
Parent Involvement	29	39	23	9	2.5
Using the Creative Arts to Enrich the Curriculum	40	33	14	12	11.5
Growth and Development Issues	37	37	16	9	8.5
Community Resources	54	29	8	9	14.5
Curriculum Development	33	36	21	9	5.5
Classroom Management	26	40	25	9	1
Making Effective Use of Your Physical Space	31	33	28	9	4
Model/Option Related Training	35	32	22	11	7
Helping Children Take Tests	50	32	9	9	13
Improving the Basic Skills or Basic Skill Readiness	29	34	28	10	2.5
Learning About Commercial Materials	40	35	13	12	10
Individualizing Instruction	34	30	27	9	5.5
Learning Disabilities	53	28	9	11	14.5
Suspected Child Abuse and Neglect	64	16	7	13	16
Using Teacher Center Facilities	42	33	14	11	11.5

* Due to rounding, percentages may not always equal 100%.

TABLE 8
FOLLOW THROUGH EXPANSION
AIDES (N=165)
EXTENT TO WHICH STAFF DEVELOPMENT
RESULTED IN GREATER CLASSROOM EFFECTIVENESS

Area of Staff Development	Little Change %	Moderate Change %	Great Change %	No Response %	Rank
Social Behaviors	19	57	15	9	5
Parent Involvement	30	32	29	10	14
Using the Creative Arts to Enrich the Curriculum	22	35	35	9	7
Growth and Development Issues	19	46	25	11	6
Community Resources	42	34	14	10	15
Curriculum Development	20	40	28	12	8.5
Classroom Management	17	38	38	7	3.5
Making Effective Use of Your Physical Space	14	44	36	6	1
Model/Option Related Training	17	34	29	20	12
Helping Children Take Tests	27	36	31	7	10
Improving the Basic Skills or Basic Skill Readiness	17	34	42	7	3.5
Learning About Commercial Materials	26	37	27	11	11
Individualizing Instruction	14	39	38	9	2
Learning Disabilities	29	41	20	9	13
Suspected Child Abuse and Neglect	52	26	8	14	16
Using Teacher Center Facilities	20	36	32	12	8.5

* Due to rounding percentages may not always equal 100%.

TABLE 9

FOLLOW THROUGH EXPANSION
TEACHERS (N=169)

TYPE OF PREFERRED STAFF DEVELOPMENT

	Percent
On-Site Consultations	9
Workshop Sessions	19
On-Site Demonstrations	16
Some of Each	52
None At All	2
No Response	2

TABLE 10
 FOLLOW THROUGH EXPANSION
 AIDES (N=165)
 TYPE OF PREFERRED STAFF DEVELOPMENT

	Percent
On-Site Consultations	4
Workshop Sessions	24
On-Site Demonstrations	14
Some of Each	54
None At All	1
No Response	4

* Due to rounding, percentages may not always equal 100%.

TABLE 11

FOLLOW THROUGH EXPANSION

TEACHERS (N=169)

PREFERRED AREAS FOR FUTURE STAFF DEVELOPMENT PROGRAM

Area of Staff Development	Preferred %	Not Preferred %	No Response %	Rank
Social Behaviors	40	35	26	4
Parent Involvement	33	39	28	7
Using the Creative Arts to Enrich the Curriculum	44	29	27	3
Growth and Development Issues	26	49	25	11
Community Resources	19	54	28	15.5
Curriculum Development	33	39	28	7
Classroom Management	33	41	26	7
Making Effective Use of Your Physical Space	25	42	29	12
Model/Option Related Training	28	42	31	10
Helping Children Take Tests	19	56	25	15.5
Improving the Basic Skills or Basic Skill Readiness	56	26	18	1.5
Learning About Commercial Materials	21	49	30	14
Individualizing Instruction	56	23	22	1.5
Learning Disabilities	36	35	29	5
Suspected Child Abuse and Neglect	22	44	34	13
Using Teacher Center Facilities	29	40	32	9

* Due to rounding, percentages may not always equal 100%.

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TABLE 12

FOLLOW THROUGH EXPANSION

TEACHERS (N=169)

AREAS OF STAFF DEVELOPMENT IN WHICH TEACHERS
WOULD PARTICIPATE WITHOUT REIMBURSEMENT

Area of Staff Development	Willing %	Not Willing %	No Response %	Rank
Social Behaviors	40	35	25	8
Parent Involvement	38	39	23	10
Using the Creative Arts to Enrich the Curriculum	53	28	19	3
Growth and Development Issues	35	39	26	12.5
Community Resources	33	42	25	14
Curriculum Development	45	29	26	6
Classroom Management	42	33	26	7
Making Effective Use of Your Physical Space	35	39	26	12.5
Model/Option Related Training	39	33	28	9
Helping Children Take Tests	29	44	27	16
Improving the Basic Skills or Basic Skill Readiness	59	23	19	1
Learning About Commercial Materials	32	41	27	15
Individualizing Instruction	57	21	22	2
Learning Disabilities	46	32	22	5
Suspected Child Abuse and Neglect	36	39	25	11
Using Teacher Center Facilities	48	27	25	4

* Due to rounding, percentages may not always equal 100%.

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TABLE 13

FOLLOW THROUGH EXPANSION

AIDES (N=165)

PREFERRED AREAS FOR FUTURE STAFF DEVELOPMENT PROGRAM

Area of Staff Development	Preferred %	Not Preferred %	No Response %	Rank
Social Behaviors	55	20	25	2
Parent Involvement	40	28	32	7
Using the Creative Arts to Enrich the Curriculum	42	25	33	6
Growth and Development Issues	33	27	40	10
Community Resources	23	37	40	15
Curriculum Development	39	27	35	8
Classroom Management	30	22	27	4
Making Effective Use of Your Physical Space	31	32	37	12
Model/Option Related Training	29	26	45	13
Helping Children Take Tests	36	33	31	9
Improving the Basic Skills or Basic Skill Readiness	65	13	22	1
Learning About Commercial Materials	20	40	40	16
Individualizing Instruction	51	19	30	3
Learning Disabilities	48	26	27	5
Suspected Child Abuse and Neglect	25	31	45	14
Using Teacher Center Facilities	32	31	37	11

* Due to rounding, percentages may not always equal 100%.

TABLE 14
FOLLOW THROUGH EXPANSION
AIDES (N=165)
AREAS OF STAFF DEVELOPMENT IN WHICH AIDES
WOULD PARTICIPATE WITHOUT REIMBURSEMENT

Area of Staff Development	Willing %	Not Willing %	No Response %	Rank
Social Behaviors	51	25	25	6.5
Parent Involvement	37	33	30	15.5
Using the Creative Arts to Enrich the Curriculum	53	24	24	4.5
Growth and Development Issues	44	31	25	10
Community Resources	40	30	30	11.5
Curriculum Development	45	26	30	9
Classroom Management	53	21	27	4.5
Making Effective Use of Your Physical Space	37	32	31	15.5
Model/Option Related Training	38	25	37	13.5
Helping Children Take Tests	51	25	25	6.5
Improving the Basic Skills or Basic Skill Readiness	64	15	21	1
Learning About Commercial Materials	40	31	30	11.5
Individualizing Instruction	56	18	26	3
Learning Disabilities	58	19	22	2
Suspected Child Abuse and Neglect	38	31	31	13.5
Using Teacher Center Facilities	49	25	27	8

* Due to rounding, percentages may not always equal 100%.

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APPENDIX E

GET SET DAY CARE STAFF DEVELOPMENT

(1976-1977)

GET SET DAY CARE

This analysis is based on returns from 84 teachers and 48 aides, who represent 40% of the 291 instructional staff surveyed. (This was a sample of approximately three persons per site.) Seven of eleven supervisors surveyed also returned completed questionnaires.

ATTENDANCE AT STAFF DEVELOPMENT WORKSHOPS

As can be seen from Table 1, the major types of staff development workshops Get Set teachers participated in were: program-sponsored staff development sessions (61%), local school staff development including faculty meetings (56%) and Title XX Day Care staff development (51%).

Assistants and aides do not appear to have taken advantage of workshops as did aides in other programs (Table 2). Forty-eight percent (48%) attended Title XX Day Care workshops, 42% attended program-sponsored workshops and 40% attended local school/center staff development including faculty meetings.

AMOUNT OF SUPERVISORY SUPPORT (Tables 3 and 4)

Fifty-five percent (55%) of the teachers indicated that they had on-site consultations with supervisory staff at least once a month, but 46% had no on-site teaching assistance throughout the year, and 29% had no workshop sessions. Sixty-three percent (63%) of the assistants and aides had on-site consultations with supervisory staff at least once a month, but 46% had workshops and 51% had on-site teaching assistance less than once a month. Forty-six percent (46%) also indicated that they had no on-site teaching assistance throughout the year.

SATISFACTION WITH SUPERVISORY SUPPORT (Tables 5 and 6)

The majority of Get Set teachers indicated that they were satisfied with 8 of the 10 listed services supervisory and support personnel provided. Those services which were most satisfactory were: 1) offering support in parent involvement, 2) giving support to individual concerns, 3) providing program information; and providing support in solving classroom management problems. The two services which were least satisfactory were: 1) on-site classroom training and 2) conducting workshops.

The majority of assistants and aides were also satisfied with 8 of the 10 listed services provided by supervisory and support personnel. The two most satisfactory services were giving support in parent involvement and working out concerns about individual children. The least satisfactory were on-site classroom training and arranging the use of professional days.

Supervisors indicated that they spent most of their time on providing program information, giving support in solving classroom management problems and in working out concerns about individual children.

IMPACT OF STAFF DEVELOPMENT ON CLASSROOM EFFECTIVENESS (Tables 7 and 8)

Teachers were asked to indicate to what degree they felt the various types of staff development changed classroom effectiveness. The most effective areas in rank order were staff development in: 1) child abuse and neglect, 2) learning disabilities; child growth and development, 3) social behaviors, 4) using the creative arts to enrich the curriculum, 5) making effective use of physical space, and 6) curriculum development.

Assistants and aides felt that the most effective areas were: 1) classroom management, 2) using the creative arts to enrich the curriculum; social behaviors; and curriculum development.

FUTURE STAFF DEVELOPMENT (Tables 9-14)

The majority of Get Set teachers (69%) indicated that they preferred no one single mode of staff development, but rather some of each, i.e. on-site consultations, workshop sessions, and on-site teaching assistance. The three most preferred areas for future staff development were: 1) curriculum development, 2) using the creative arts to enrich the curriculum and 3) social behaviors. Most also indicated that they would be willing to participate in staff development in these and a number of other areas without reimbursement. The least preferred areas for future staff development for 80% or more of the teachers were: 1) model related training, 2) helping children take tests and 3) making effective use of physical space.

The majority of assistants and aides also preferred no one single mode of staff development. The three most preferred areas for future staff development were: 1) using the creative arts to enrich the curriculum, 2) social behaviors, and 3) classroom management. Most assistants and aides indicated a willingness to participate in these and many other staff development areas without reimbursement. The least preferred areas for future staff development were: 1) helping children take tests, 2) model related training, and 3) making effective use of physical space.

Supervisors had three priority areas for future staff development: 1) human relations, 2) parent involvement, and 3) child development.

TABLE 1

GET SET DAY CARE

TEACHERS (N=84)

NUMBER OF WORKSHOPS ATTENDED BY TYPE

Frequency	Community Agency %	Health Facility %	Local School Staff %	Program Sponsored %	City Wide Sch. Dist. %	District ECE Program %	Teacher Center %	Profess. Organiz. %	University or College %	Title XX Day Care Service %
No Response	30	27	19	17	24	24	23	30	23	17
1 to 5 Sessions	26	37	21	45	26	24	34	29	17	39
6 to 10 Sessions	2	4	18	11	4	0	5	2	4	4
Over 10 Sessions	2	1	17	5	4	1	2	0	13	8
Never	39	31	25	23	43	52	36	39	44	32

* Due to rounding, percentages may not always equal 100%.

TABLE 2

GET SET DAY CARE

EXTENT TO WHICH AIDES (N= 48) ATTENDED AT LEAST 1 WORKSHOP

Facility	Percent
Community (Gov't Agency PAAC, PARC, etc.)	23
Health Care Facilities	25
Local School Staff Development Days (1/2 Day or Faculty Meeting)	40
Program-Sponsored Staff Development	42
City-Wide School District In-Service Course	27
District Early Childhood Program	36
Teacher Centers (Durham, Advisory Center, Community Resources)	15
Professional Organizations	17
University or College	37
Day Care Services & Other Title XX Programs	48

TABLE 3
GET SET DAY CARE
TEACHERS (N=84)
AMOUNT OF SUPERVISORY SUPPORT

Frequency	On Site Consultations %	Workshop Sessions %	On Site Demonstrations Teaching Assistance %
No Response	4	6	7
Less than 1/Month	30	46	36
1/Month	24	14	2
Biweekly	14	1	1
Weekly	17	4	7
Never	12	29	46

* Due to rounding, percentages may not always equal 100%.

TABLE 4
GET SET DAY CARE
ASSISTANTS AND AIDES (N=48)
AMOUNT OF SUPERVISORY SUPPORT

Frequency	On Site Consultations %	Workshop Sessions %	On Site Demonstrations Teaching Assistance %
No Response	6	8	8
Less than 1/Month	27	46	31
1/Month	25	13	4
Biweekly	15	6	4
Weekly	23	6	6
Never	4	21	46

* Due to rounding, percentages may not always equal 100%.

TABLE 5
GET SET DAY CARE
TEACHERS (N=84)

SATISFACTION WITH SERVICES PROVIDED BY
SUPPORT/SUPERVISORY/RESOURCE
PERSONNEL

Services Provided	Generally Satisfied %	Generally Not Satisfied %	No Response %	Rank
Conducts Workshops	46	39	14	9
Informs You of Program Information, Decisions, and Procedures	71	19	9	3.5
Gives Suggestions About the Effective Use of Curriculum Materials	69	24	7	6
Locates Available Resource Materials	56	38	6	7
Provides On-Site Classroom Training	30	58	12	10
Gives Support in Solving Classroom Management Problems	71	19	9	3.5
Gives Support to Individual Concerns	76	17	7	2
Offers Support in Parent Involvement	80	12	8	1
Arranges Use of Professional Days	52	36	12	8
Gives Support in Working out Concerns About Individual Children	70	24	6	5

* Due to rounding, percentages may not always equal 100%.

TABLE 6
GET SET DAY CARE
ASSISTANTS AND AIDES (N=48)
SATISFACTION WITH SERVICES PROVIDED BY
SUPPORT/SUPERVISORY/RESOURCE
PERSONNEL

Services Provided	Generally Satisfied %	Generally Not Satisfied %	No Response %	Rank
Conducts Workshops	63	27	10	6
Informs You of Program Information, Decisions, and Procedures	52	25	23	7.5
Gives Suggestions About the Effective Use of Curriculum Materials	67	19	15	4
Locates Available Resource Materials	52	29	19	7.5
Provides On-Site Classroom Training	33	38	29	10
Gives Support in Solving Classroom Management Problems	69	17	15	3
Gives Support to Individual Concerns	65	17	19	5
Offers Support in Parent Involvement	71	15	15	1.5
Arranges Use of Professional Days	48	27	25	9
Gives Support in Working Out Concerns About Individual Children	71	10	19	1.5

* Due to rounding, percentages may not always equal 100%.

TABLE 7

GET SET DAY CARE

TEACHERS (N=84)

EXTENT TO WHICH STAFF DEVELOPMENT
RESULTED IN GREATER CLASSROOM EFFECTIVENESS

Area of Staff Development	Little Change %	Moderate Change %	Great Change %	No Response %	Rank
Social Behaviors	26	48	11	15	2.5
Parent Involvement	45	36	7	12	8.5
Using the Creative Arts to Enrich the Curriculum	31	34	21	13	4
Growth and Development Issues	30	40	18	12	2.5
Community Resources	46	32	8	13	10.5
Curriculum Development	34	38	15	12	6
Classroom Management	39	34	13	13	7
Making Effective Use of Your Physical Space	33	37	18	12	5
Model/Option Related Training	55	19	1	25	15
Helping Children Take Tests	62	11	2	25	16
Improving the Basic Skills or Basic Skill Readiness	40	33	7	19	10.5
Learning About Commercial Materials	51	27	4	18	14
Individualizing Instruction	39	32	12	17	8.5
Learning Disabilities	48	23	13	17	12
Suspected Child Abuse and Neglect	19	31	39	11	1
Using Teacher Center Facilities	48	23	1	18	13

* Due to rounding, percentages may not always equal 100%.

TABLE 8

GET SET DAY CARE
ASSISTANT AND AIDES (N=48)

EXTENT TO WHICH STAFF DEVELOPMENT
RESULTED IN GREATER CLASSROOM EFFECTIVENESS

Area of Staff Development	Little Change %	Moderate Change %	Great Change %	No Response %	Rank
Social Behaviors	17	48	19	17	3
Parent Involvement	23	52	6	19	7
Using the Creative Arts to Enrich the Curriculum	15	44	23	19	3
Growth and Development Issues	21	38	21	21	6
Community Resources	33	40	4	23	12
Curriculum Development	17	46	21	17	3
Classroom Management	15	40	29	17	1
Making Effective Use of Your Physical Space	21	42	21	17	5
Model/Option Related Training	46	25	2	27	15
Helping Children Take Tests	42	23	4	31	16
Improving the Basic Skills or Basic Skill Readiness	27	38	10	25	9
Learning About Commercial Materials	42	29	2	27	14
Individualizing Instruction	21	33	19	27	8
Learning Disabilities	35	31	8	25	13
Suspected Child Abuse and Neglect	35	27	19	19	11
Using Teacher Center Facilities	29	33	15	23	10

* Due to rounding, percentages may not always equal 100%.

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TABLE 9
GET SET DAY CARE
TEACHERS (N=84)
TYPE OF PREFERRED STAFF DEVELOPMENT

	Percent
On Site Consultations	8
Workshop Sessions	9
On Site Demonstrations	11
Some of Each	69
None At All	1
No Response	1

* Due to rounding, percentages may not always equal 100%.

TABLE 10
GET SET DAY CARE
ASSISTANTS AND AIDES (N=48)
TYPE OF PREFERRED STAFF DEVELOPMENT

	Percent
On Site Consultations	8
Workshop Sessions	10
On Site Demonstrations	8
Some of Each	67
None At All	0
No Response	6

* Due to rounding, percentages may not always equal 100%.

TABLE 11
GET SET DAY CARE
TEACHERS (N=84)

PREFERRED AREAS FOR FUTURE STAFF DEVELOPMENT PROGRAM

Area of Staff Development	Preferred %	Not Preferred %	No Response %	Rank
Social Behaviors	52	26	21	3
Parent Involvement	36	40	24	9
Using the Creative Arts to Enrich the Curriculum	68	21	11	2
Growth and Development Issues	48	32	20	6
Community Resources	21	52	26	12
Curriculum Development	69	20	11	1
Classroom Management	49	27	24	4
Making Effective Use of Your Physical Space	20	49	31	14
Model/Option Related Training	39	61	30	16
Helping Children Take Tests	18	55	27	15
Improving the Basic Skills or Basic Skill Readiness	43	31	26	5
Learning About Commercial Materials	21	50	29	13
Individualizing Instruction	39	36	25	7.5
Learning Disabilities	39	30	31	7.5
Suspected Child Abuse and Neglect	24	46	30	11
Using Teacher Center Facilities	25	49	26	10

* Due to rounding, percentages may not always equal 100%.

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TABLE 12

GET SET DAY CARE

TEACHERS (N=84)

AREAS OF STAFF DEVELOPMENT IN WHICH TEACHERS
WOULD PARTICIPATE WITHOUT REIMBURSEMENT

Area of Staff Development	Willing %	Not Willing %	No Response %	Rank
Social Behaviors	57	15	27	6.5
Parent Involvement	57	19	24	6.5
Using the Creative Arts to Enrich the Curriculum	69	14	17	1
Growth and Development Issues	62	12	26	3
Community Resources	43	27	30	11
Curriculum Development	67	14	19	2
Classroom Management	61	18	21	4.5
Making Effective Use of Your Physical Space	39	29	31	12
Model/Option Related Training	30	32	38	15
Helping Children Take Tests	34	33	32	13.5
Improving the Basic Skills or Basic Skill Readiness	52	17	31	9.5
Learning About Commercial Materials	34	31	34	13.5
Individualizing Instruction	56	15	29	8
Learning Disabilities	61	11	29	4.5
Suspected Child Abuse and Neglect	21	46	31	16
Using Teacher Center Facilities	52	17	31	9.5

* Due to rounding, percentages may not always equal 100%.

TABLE 13

GET-SET DAY CARE
ASSISTANTS AND AIDES (N=48)

PREFERRED AREAS FOR FUTURE STAFF DEVELOPMENT PROGRAM

Area of Staff Development	Preferred %	Not Preferred %	No Response %	Rank
Social Behaviors	65	19	17	2
Parent Involvement	29	48	23	8.5
Using the Creative Arts to Enrich the Curriculum	69	17	15	1
Growth and Development Issues	50	25	25	5.5
Community Resources	17	48	35	11
Curriculum Development	50	17	33	5.5
Classroom Management	54	19	27	3
Making Effective Use of Your Physical Space	10	52	37	14
Model/Option Related Training	8	46	46	15
Helping Children Take Tests	6	54	40	16
Improving the Basic Skills or Basic Skill Readiness	52	21	27	4
Learning About Commercial Materials	12	56	31	13
Individualizing Instruction	29	35	35	8.5
Learning Disabilities	31	29	40	7
Suspected Child Abuse and Neglect	19	44	37	10
Using Teacher Center Facilities	15	44	42	12

* Due to rounding, percentages may not always equal 100%.

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TABLE 14

GET SET DAY CARE
ASSISTANTS AND AIDES (N=48)

AREAS OF STAFF DEVELOPMENT IN WHICH ASSISTANTS AND AIDES
WOULD PARTICIPATE WITHOUT REIMBURSEMENT

Area of Staff Development	Willing %	Not Willing %	No Response %	Rank
Social Behaviors	60	17	23	5
Parent Involvement	48	27	25	12
Using the Creative Arts to Enrich the Curriculum	73	10	17	1
Growth and Development Issues	54	21	25	6.5
Community Resources	35	33	31	13
Curriculum Development	65	17	19	3.5
Classroom Management	67	19	15	2
Making Effective Use of Your Physical Space	50	31	19	10
Model/Option Related Training	27	37	35	16
Helping Children Take Tests	29	33	37	15
Improving the Basic Skills or Basic Skill Readiness	65	15	21	3.5
Learning About Commercial Materials	33	31	35	14
Individualizing Instruction	52	17	31	8
Learning Disabilities	54	21	25	6.5
Suspected Child Abuse and Neglect	50	21	29	10
Using Teacher Center Facilities	50	23	27	10

* Due to rounding, percentages may not always equal 100%.

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APPENDIX F
KINDERGARTEN STAFF DEVELOPMENT
(1976-1977)

KINDERGARTEN

This analysis is based on returns from 190 teachers and 15 aides who represent 52% of the instructional staff. Five of the 8 supervisors also returned completed questionnaires.

ATTENDANCE AT STAFF DEVELOPMENT WORKSHOPS

As can be seen from Table 1, the major types of staff development kindergarten teachers participated in were: local school staff development sessions (81%) including faculty meetings, district early childhood staff development sessions (56%), and city-wide school district in-service courses (53%).

Aides primarily participated in local school staff development sessions (86%), program sponsored workshops (57%) and district early childhood program workshops (50%)(see Table 2).

AMOUNT OF SUPERVISORY SUPPORT (Tables 3 and 4)

Kindergarten teachers indicated that they had on-site consultations (44%) and workshop sessions (52%) less than once a month, while 20% received no consultations, 34% had no workshop sessions and 62% received no on-site teaching demonstrations throughout the year.

Thirty-six percent of the aides had on-site consultations, 50% had workshop sessions and 43% had on-site demonstrations or teaching assistance less than once a month. Fourteen percent (14%) had no consultations, and 29% had no workshop sessions or on-site demonstrations and teaching assistance throughout the year.

SATISFACTION WITH SUPERVISORY SUPPORT (Tables 5 and 6)

The majority of Kindergarten teachers indicated that they were satisfied with 7 of the 10 listed services provided by supervisory and support personnel. The most satisfactory services were: 1) providing information about the program, 2) giving support to individual concerns, 3) offering support in parent involvement, and locating available resource materials. The least satisfactory services were: 1) on-site classroom training, 2) arranging use of professional days, and 3) conducting workshops.

The majority of aides were satisfied with all 10 services listed. The following services were particularly satisfactory: 1) providing program information; 2) conducting workshops; 3) giving support to individual concerns and 4) offering support in parent involvement.

Supervisors indicated that they had spent most of their staff development time on 1) parent involvement, 2) child development and 3) individualizing instruction.

IMPACT OF STAFF DEVELOPMENT ON CLASSROOM PRACTICES (Tables 7 and 8)

Teachers were asked to indicate to what degree they felt various types of staff development changed classroom effectiveness. It should be noted that in no area of staff development did the majority of kindergarten teachers feel that staff development resulted in greater classroom effectiveness.

Similarly there was no area of staff development which the majority of aides felt had resulted in greater classroom effectiveness.

FUTURE STAFF DEVELOPMENT (Tables 9-14)

While 45% of the Kindergarten teachers indicated that they preferred no one single mode of staff development, but rather some of each, i.e., on-site consultations, workshop sessions and on-site teaching assistance, twenty-six percent expressed a preference for workshop sessions. The three areas of staff development which the majority of teachers preferred for future staff development were: 1) improving the basic skills, 2) individualizing instruction and 3) using the creative arts to enrich the curriculum. The majority also indicated that they would be willing to participate in staff development in the basic skills without reimbursement. The least preferred areas of the teachers were: 1) model/option related training, 2) community resources, 3) suspected child abuse and 4) helping children take test.

Forty-three percent (43%) of the aides indicated a preference for workshop sessions in the future, and favored the same staff development areas as the teachers, with the addition of the parent involvement area. The majority were willing to participate in staff development in the basic skills and learning disabilities without reimbursement.

Supervisors had three priority areas for future staff development: 1) parent involvement, 2) child development and 3) individualizing instruction.

TABLE 1
REGULAR KINDERGARTEN
TEACHERS (N=190)
NUMBER OF WORKSHOPS ATTENDED BY TYPE *

Frequency	Community Agency %	Health Facility %	Local School Staff %	Program Sponsored %	City Wide Sch. Dist. %	District ECE Program %	Teacher Center %	Profess. Organiz. %	University or College %	Title XX Day Care Service %
No Response	22	22	9	16	13	12	13	19	16	21
1 to 5 Sessions	10	6	38	38	44	52	34	22	12	5
6 to 10 Sessions	2	1	11	3	4	1	5	2	5	1
Over 10 Sessions	0	0	31	7	5	3	4	1	18	1
Never	66	71	10	36	34	32	44	56	49	72

*Due to rounding, percentages may not always equal 100.

TABLE 2

REGULAR KINDERGARTEN

EXTENT TO WHICH AIDES (N=119) ATTENDED AT LEAST 1 WORKSHOP

Facility	Percent
Community (Gov't Agency PAAC, PARC, etc.)	0
Health Care Facilities	7
Local School Staff Development Days (1/2 Day or Faculty Meeting)	86
Program-Sponsored Staff Development	57
City-Wide School District In-Service Course	21
District Early Childhood Program	50
Teacher Centers (Durham, Advisory Center, Community Resources)	29
Professional Organizations	7
University or College	7
Day Care Services & Other Title XX Programs	7

TABLE 3
REGULAR KINDERGARTEN
TEACHERS (N=190)
AMOUNT OF SUPERVISORY SUPPORT*

Frequency	On Site Consultations %	Workshop Sessions %	On Site Demonstrations Teaching Assistance %
No Response	1	1	1
Less than 1/Month	44	52	28
1/Month	14	7	3
Biweekly	9	2	2
Weekly	12	4	5
Never	20	34	61

*Due to rounding, percentages may not always equal 100.

TABLE 4
REGULAR KINDERGARTEN
AIDES (N=15)
AMOUNT OF SUPERVISORY SUPPORT*

Frequency	On Site Consultations %	Workshop Sessions %	On Site Demonstrations Teaching Assistance %
No Response	7	7	14
Less than 1/Month	36	50	43
1/Month	7	14	14
Biweekly	7	0	0
Weekly	29	0	0
Never	14	29	29

*Due to rounding, percentages may not always equal 100.

TABLE 5
REGULAR KINDERGARTEN
TEACHERS (N=190)
SATISFACTION WITH SERVICES PROVIDED BY
SUPPORT/SUPERVISORY/RESOURCE
PERSONNEL*

Services Provided	Generally Satisfied %	Generally Not Satisfied %	No Response %	Rank
Conducts Workshops	7	49	44	8
Informs You of Program Information, Decisions, and Procedures	4	61	35	1
Gives Suggestions About the Effective Use of Curriculum Materials	5	52	43	6
Locates Available Resource Materials	6	55	40	4
Provides On-Site Classroom Training	10	37	53	10
Gives Support in Solving Classroom Management Problems	6	53	41	7
Gives Support to Individual Concerns	5	56	40	2
Offers Support in Parent Involvement	7	55	38	4
Arranges Use of Professional Days	7	46	57	9
Gives Support in Working Out Concerns About Individual Children	5	55	40	4

*Due to rounding, percentages may not always equal 100.

TABLE 6
REGULAR KINDERGARTEN
AIDES (N=15)
SATISFACTION WITH SERVICES PROVIDED BY
SUPPORT/SUPERVISORY/RESOURCE
PERSONNEL *

Services Provided	Generally Satisfied %	Generally Not Satisfied %	No Response %	Rank
Conducts Workshops	71	7	21	3
Informs You of Program Information, Decisions, and Procedures	79	7	14	1
Gives Suggestions About the Effective Use of Curriculum Materials	64	21	14	6.5
Locates Available Resource Materials	64	14	21	6.5
Provides On-Site Classroom Training	64	7	29	6.5
Gives Support in Solving Classroom Management Problems	50	29	21	10
Gives Support to Individual Concerns	71	14	14	3
Offers Support in Parent Involvement	71	14	14	3
Arranges Use of Professional Days	57	14	29	9
Gives Support in Working Out Concerns About Individual Children	64	21	14	6.5

*Due to rounding, percentages may not always equal 100.

TABLE 7
REGULAR KINDERGARTEN
TEACHERS (N=190)

EXTENT TO WHICH STAFF DEVELOPMENT
RESULTED IN GREATER CLASSROOM EFFECTIVENESS*

Area of Staff Development	Little Change %	Moderate Change %	Great Change %	No Response %	Rank
Social Behaviors	62	22	1	16	11
Parent Involvement	54	22	9	16	6
Using the Creative Arts to Enrich the Curriculum	50	30	5	15	4,5
Growth and Development Issues	50	30	6	15	3
Community Resources	65	16	3	16	13
Curriculum Development	45	33	9	14	1
Classroom Management	60	18	6	16	9
Making Effective Use of Your Physical Space	72	8	5	16	15
Model/Option Related Training	70	7	3	20	16
Helping Children Take Tests	58	17	7	17	8
Improving the Basic Skills or Basic Skill Readiness	46	29	9	16	2
Learning About Commercial Materials	57	23	5	15	7
Individualizing Instruction	62	18	5	16	11
Learning Disabilities	51	27	8	15	4,5
Suspected Child Abuse and Neglect	70	13	1	16	14
Using Teacher Center Facilities	60	15	8	17	11

*Due to rounding, percentages may not always equal 100.

TABLE 8
REGULAR KINDERGARTEN
AIDES (N=15)
EXTENT TO WHICH STAFF DEVELOPMENT
RESULTED IN GREATER CLASSROOM EFFECTIVENESS*

Area of Staff Development	Little Change %	Moderate Change %	Great Change %	No Response %	Rank
Social Behaviors	36	29	7	29	4.5
Parent Involvement	43	21	0	36	9.5
Using the Creative Arts to Enrich the Curriculum	43	21	0	36	9.5
Growth and Development Issues	29	43	0	29	2
Community Resources	50	14	0	36	13
Curriculum Development	21	43	0	36	2
Classroom Management	29	36	0	36	4.5
Making Effective Use of Your Physical Space	50	14	0	36	13
Model/Option Related Training	36	7	0	57	15.5
Helping Children Take Tests	43	21	7	29	6.5
Improving the Basic Skills or Basic Skill Readiness	21	43	0	36	2
Learning About Commercial Materials	43	21	7	29	6.5
Individualizing Instruction	43	14	7	36	9.5
Learning Disabilities	50	14	0	36	13
Suspected Child Abuse and Neglect	64	7	0	29	15.5
Using Teacher Center Facilities	43	21	0	36	9.5

*Due to rounding, percentages may not always equal 100.

TABLE 9
REGULAR KINDERGARTEN
TEACHERS (N=190)
TYPE OF PREFERRED STAFF DEVELOPMENT

	Percent
On-Site Consultations	6
Workshop Sessions	25
On-Site Demonstrations	18
Some of Each	45
None At All	3
No Response	3

TABLE 10
 REGULAR KINDERGARTEN
 AIDES (N=15)
 TYPE OF PREFERRED STAFF DEVELOPMENT

	Percent
On-Site Consultations	7
Workshop Sessions	43
On-Site Demonstrations	14
Some of Each	36
None At All	0
No Response	0

TABLE 11

REGULAR KINDERGARTEN
TEACHERS (N=190)

PREFERRED AREAS FOR FUTURE STAFF DEVELOPMENT PROGRAM*

Area of Staff Development	Preferred %	Not Preferred %	No Response %	Rank
Social Behaviors	25	53	23	10
Parent Involvement	28	55	17	7.5
Using the Creative Arts to Enrich the Curriculum	52	31	17	3
Growth and Development Issues	24	56	20	11.5
Community Resources	18	59	23	15
Curriculum Development	42	44	14	5
Classroom Management	27	55	18	9
Making Effective Use of Your Physical Space	28	55	18	7.5
Model/Option Related Training	4	70	27	16
Helping Children Take Tests	19	62	19	13
Improving the Basic Skills or Basic Skill Readiness	64	21	15	1
Learning About Commercial Materials	35	48	17	6
Individualizing Instruction	54	29	18	2
Learning Disabilities	50	34	16	4
Suspected Child Abuse and Neglect	18	57	25	14
Using Teacher Center Facilities	24	53	23	11.5

*Due to rounding, percentages may not always equal 100.

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TABLE 12

REGULAR KINDERGARTEN

TEACHERS (N=190)

AREAS OF STAFF DEVELOPMENT IN WHICH TEACHERS
WOULD PARTICIPATE WITHOUT REIMBURSEMENT*

Area of Staff Development	Willing %	Not Willing %	No Response %	Rank
Social Behaviors	28	51	22	11.5
Parent Involvement	31	52	18	9.5
Using the Creative Arts to Enrich the Curriculum	48	35	17	3
Growth and Development Issues	28	50	23	11.5
Community Resources	27	50	23	14
Curriculum Development	40	42	18	5
Classroom Management	31	49	20	9.5
Making Effective Use of Your Physical Space	33	47	20	8
Model/Option Related Training	12	62	27	16
Helping Children Take Tests	18	58	24	15
Improving the Basic Skills or Basic Skill Readiness	53	32	15	1
Learning About Commercial Materials	37	43	20	7
Individualizing Instruction	46	35	18	4
Learning Disabilities	48	35	17	2
Suspected Child Abuse and Neglect	29	47	24	13
Using Teacher Center Facilities	38	43	19	6

*Due to rounding, percentages may not always equal 100.

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TABLE 13

REGULAR KINDERGARTEN

AIDES (N=15)

PREFERRED AREAS FOR FUTURE STAFF DEVELOPMENT PROGRAM *

Area of Staff Development	Preferred %	Not Preferred %	No Response %	Rank
Social Behaviors	36	29	36	6
Parent Involvement	57	14	29	2,5
Using the Creative Arts to Enrich the Curriculum	50	7	43	4
Growth and Development Issues	36	14	50	6
Community Resources	29	21	50	10
Curriculum Development	14	36	50	14
Classroom Management	21	43	36	13
Making Effective Use of Your Physical Space	7	36	57	15
Model/Option Related Training	0	36	64	16
Helping Children Take Tests	29	29	43	10
Improving the Basic Skills or Basic Skill Readiness	71	7	21	1
Learning About Commercial Materials	29	29	43	10
Individualizing Instruction	57	7	36	2,5
Learning Disabilities	36	21	43	6
Suspected Child Abuse and Neglect	29	21	50	10
Using Teacher Center Facilities	29	21	50	10

*Due to rounding, percentages may not always equal 100.

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TABLE 14
REGULAR KINDERGARTEN
AIDES (N=15)

AREAS OF STAFF DEVELOPMENT IN WHICH AIDES
WOULD PARTICIPATE WITHOUT REIMBURSEMENT*

Area of Staff Development	Willing %	Not Willing %	No Response %	Rank
Social Behaviors	21	36	43	13.5
Parent Involvement	36	36	29	6.5
Using the Creative Arts to Enrich the Curriculum	43	29	29	3.5
Growth and Development Issues	29	36	36	10
Community Resources	36	29	36	6.5
Curriculum Development	29	36	36	10
Classroom Management	21	43	36	13.5
Making Effective Use of Your Physical Space	14	43	43	16
Model/Opportunities Related Training	21	50	29	13.5
Helping Children Take Tests	36	36	29	6.5
Improving the Basic Skills or Basic Skill Readiness	50	29	21	1.5
Learning About Commercial Materials	29	36	36	10
Individualizing Instruction	21	43	36	13.5
Learning Disabilities	50	29	21	1.5
Suspected Child Abuse and Neglect	36	36	29	6.5
Using Teacher Center Facilities	43	36	21	3.5

*Due to rounding, percentages may not always equal 100.
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APPENDIX G

PARENT COOPERATIVE NURSERIES STAFF DEVELOPMENT

(1976-1977)

PARENT COOPERATIVE NURSERIES

This analysis is based on returns from 19 teachers, who represent 86% of the teaching staff, and the one supervisor for the program.

ATTENDANCE AT STAFF DEVELOPMENT WORKSHOPS

As can be seen from Table 1, the major types of staff development Parent Cooperative Nursery (PCN) teachers participated in were: teacher center workshops (100%), local school/center staff development sessions including faculty meetings (90%), program-sponsored workshops (85%), sessions provided by professional organizations (75%), and district early childhood staff development (65%).

AMOUNT OF SUPERVISORY SUPPORT (Table 2)

Ninety-five percent (95%) of the PCN teachers indicated that they had on-site consultations and 85% had workshop sessions at least once a month. However, only 35% received on-site demonstrations and teaching assistance at least once a month, while 30% received none throughout the year.

SATISFACTION WITH SUPERVISORY SUPPORT (Table 3)

The majority of teachers indicated that they were satisfied with all 10 services provided by supervisory and support personnel. In fact 95% to 100% of the teachers found the following services satisfactory: giving suggestions about the effective use of curriculum materials; locating available resources; offering support in parent involvement; conducting workshops; and providing program information. Although on-site classroom training was less satisfactory than the other services, 65% of the teachers expressed satisfaction in this area.

The PCN supervisor indicated that she had spent most of her time conducting and/or arranging workshops; offering support in parent involvement and providing support for concerns about individual children.

IMPACT OF STAFF DEVELOPMENT ON CLASSROOM EFFECTIVENESS (Table 4)

Teachers were asked to indicate to what degree various types of staff development changed classroom effectiveness. The majority of PCN teachers ranked 11 of the 15 areas as effective. These were in rank order: 1) parent involvement; 2) using the creative arts to enrich the curriculum; curriculum development; using teacher center facilities; 3) community resources, 4) child growth and development; classroom management; individualizing instruction; 5) improving the basic skills, 6) learning about commercial materials, and 7) social behaviors.

FUTURE STAFF DEVELOPMENT (Tables 5-7)

The majority of PCN teachers indicated that they preferred no one single mode of staff development, but rather some of each, i.e. on-site consultations, workshop sessions and on-site teaching assistance. The four areas of staff development which the majority preferred for future staff development were: 1) using the creative arts to enrich the curriculum, 2) curriculum development, 3) parent involvement, and 4) social behaviors. They also indicated that they would be willing to participate in staff development in these areas (with the exception of "social behaviors") without reimbursement.

The PCN supervisor had five priority areas for future staff development: 1) parent involvement, 2) community resources, 3) curriculum development, 4) improving the basic skills and 5) individualizing instruction.

TABLE 1

PARENT COOPERATIVE NURSERIES

TEACHERS (N=19)

NUMBER OF WORKSHOPS ATTENDED BY TYPE

Frequency	Community Agency %	Health Facility %	Local School Staff %	Program Sponsored %	City Wide Sch. Dist. %	District ECE Program %	Teacher Center %	Profess. Organiz. %	University or College %	Title XX Day Care Service %
No Response	30	35	5	10	20	5	0	5	20	30
1 to 5 Sessions	35	40	10	20	40	60	80	60	0	0
6 to 10 Sessions	0	5	40	25	0	5	10	10	0	0
Over 10 Sessions	0	0	40	40	5	0	10	5	15	0
Never	35	20	5	5	35	30	0	20	65	70

TABLE 2
PARENT COOPERATIVE NURSERIES
TEACHERS (N=19)
AMOUNT OF SUPERVISORY SUPPORT

Frequency	On Site Consultations %	Workshop Sessions %	On Site Demonstrations Teaching Assistance %
No Response	0	0	5
Less than 1/Month	5	15	30
1/Month	20	65	20
Biweekly	35	15	0
Weekly	40	5	15
Never	0	0	30

TABLE 3
PARENT COOPERATIVE NURSERIES
TEACHERS (N=19)
SATISFACTION WITH SERVICES PROVIDED BY
SUPPORT/SUPERVISORY/RESOURCE
PERSONNEL

Services Provided	Generally Satisfied %	Generally Not Satisfied %	No Response %	Rank
Conducts Workshops	95	5	0	4.5
Informs You of Program Information, Decisions, and Procedures	95	5	0	4.5
Gives Suggestions About the Effective Use of Curriculum Materials	100	0	0	2
Locates Available Resource Materials	100	0	0	2
Provides On-Site Classroom Training	65	35	0	10
Gives Support in Solving Classroom Management Problems	85	15	0	7.5
Gives Support to Individual Concerns	85	15	0	7.5
Offers Support in Parent Involvement	100	0	0	2
Arranges Use of Professional Days	85	15	0	7.5
Gives Support in Working Out Concerns About Individual Children	85	15	0	7.5

TABLE 4
PARENT COOPERATIVE NURSERIES
TEACHERS (N=19)
EXTENT TO WHICH STAFF DEVELOPMENT
RESULTED IN GREATER CLASSROOM EFFECTIVENESS

Area of Staff Development	Little Change %	Moderate Change %	Great Change %	No Response %	Rank
Social Behaviors	40	45	10	5	11
Parent Involvement	0	50	50	0	1
Using the Creative Arts to Enrich the Curriculum	10	40	50	0	3
Growth and Development Issues	30	45	25	0	7
Community Resources	20	50	30	0	5
Curriculum Development	10	55	35	0	3
Classroom Management	25	75	0	0	7
Making Effective Use of Your Physical Space	65	35	0	0	12
Model/Option Related Training	70	20	0	10	13
Helping Children Take Tests	70	5	5	20	14
Improving the Basic Skills or Basic Skill Readiness	30	45	25	0	9
Learning About Commercial Materials	35	55	10	0	10
Individualizing Instruction	25	40	35	0	7
Learning Disabilities	95	5	0	0	15.5
Suspected Child Abuse and Neglect	90	5	0	5	15.5
Using Teacher Center Facilities	10	45	45	0	3

TABLE 5
PARENT COOPERATIVE NURSERIES
TEACHERS (N=19)
TYPE OF PREFERRED STAFF DEVELOPMENT

	Percent
On Site Consultations	0
Workshop Sessions	15
On Site Demonstrations	15
Some of Each	70
None At All	0
No Response	0

TABLE 6

PARENT COOPERATIVE NURSERIES

TEACHERS (N=19)

PREFERRED AREAS FOR FUTURE STAFF DEVELOPMENT PROGRAM

Area of Staff Development	Preferred %	Not Preferred %	No Response %	Rank
Social Behaviors	55	20	25	4
Parent Involvement	65	15	20	3
Using the Creative Arts to Enrich the Curriculum	75	10	15	1
Growth and Development Issues	25	45	30	10
Community Resources	35	25	40	7
Curriculum Development	70	20	10	2
Classroom Management	30	50	20	8
Making Effective Use of Your Physical Space	15	55	30	12
Model/Option Related Training	5	70	25	15
Helping Children Take Tests	0	90	10	16
Improving the Basic Skills or Basic Skill Readiness	25	55	20	10
Learning About Commercial Materials	10	55	35	13.5
Individualizing Instruction	25	50	25	10
Learning Disabilities	40	40	20	5.5
Suspected Child Abuse and Neglect	10	70	20	13.5
Using Teacher Center Facilities	40	45	15	5.5

TABLE 7

PARENT COOPERATIVE NURSERIES
TEACHERS (N=19)

AREAS OF STAFF DEVELOPMENT IN WHICH TEACHERS
WOULD PARTICIPATE WITHOUT REIMBURSEMENT

Area of Staff Development	Willing %	Not Willing %	No Response %	Rank
Social Behaviors	40	35	25	9.5
Parent Involvement	65	15	20	3
Using the Creative Arts to Enrich the Curriculum	65	20	15	3
Growth and Development Issues	35	35	30	11
Community Resources	40	30	30	9.5
Curriculum Development	65	20	15	3
Classroom Management	60	25	15	5
Making Effective Use of Your Physical Space	30	45	25	12
Model/Option Related Training	15	55	30	15
Helping Children Take Tests	0	70	30	16
Improving the Basic Skills or Basic Skill Readiness	50	35	15	6.5
Learning About Commercial Materials	25	45	30	13
Individualizing Instruction	70	10	20	1
Learning Disabilities	45	30	25	8
Suspected Child Abuse and Neglect	20	50	30	14
Using Teacher Center Facilities	50	30	20	6.5

APPENDIX H

PREKINDERGARTEN HEAD START STAFF DEVELOPMENT
(1976-1977)

PREKINDERGARTEN HEAD START

This analysis is based on returns from 24 teachers and 22 aides who represent 50% of the instructional staff. The two instructional coordinators also returned completed questionnaires.

ATTENDANCE AT STAFF DEVELOPMENT WORKSHOPS

As can be seen from Table 1, the major types of staff development workshops Head Start teachers participated in were: local school/center staff development sessions including faculty meetings (83%); program-sponsored workshops (79%), and staff development provided by teacher centers (50%) and universities or colleges (50%).

The major types of staff development workshops attended by aides (Table 2) were: program-sponsored workshops (91%); local school staff development sessions including faculty meetings (85%), and health facility workshops (68%).

AMOUNT OF SUPERVISORY SUPPORT (Tables 3 and 4)

Sixty-six percent (66%) of the teachers indicated that they had on-site consultations, while 46% had workshops at least once a month. However, on-site teaching assistance was more infrequent, with 46% receiving this type of assistance less than once a month, while 41% received none throughout the year.

The majority of aides indicated that they had on-site consultations (91%) and workshop sessions (50%) at least once a month, but as with the teachers only 28% received on-site teaching assistance monthly, while 36% received none throughout the year.

SATISFACTION WITH SUPERVISORY SUPPORT (Tables 5 and 6)

The majority of Head Start teachers indicated that they were satisfied with 5 of the 10 services provided by supervisory and support personnel. The most satisfactory services in rank order were: 1) providing information about the program; 2) giving support to individual concerns; offering support in parent involvement; and support in working out concerns about individual children. The least satisfactory services were: 1) on-site classroom training and 2) suggestions about the effective use of curriculum materials. Interestingly enough, these are two of the areas in which the instructional coordinators indicated they had spent most of their time.

The majority of aides were also satisfied with 5 of the 10 services provided by supervisory and support personnel. The most satisfactory services in rank order were: 1) giving support in working out concerns about individual children and 2) support regarding individual concerns; and parent involvement. The least satisfactory services were: 1) on-site classroom training, 2) arranging use of professional days; and locating available resource materials.

The two instructional coordinators indicated that they spent most of their time on giving suggestions about the effective use of curriculum materials, on-site classroom training, classroom management and giving support to individual concerns.

IMPACT OF STAFF DEVELOPMENT ON CLASSROOM PRACTICES (Tables 7 and 8)

Teachers were asked to indicate to what degree they felt various types of staff development had changed classroom effectiveness. The most effective areas in rank order were staff development in: 1) child growth and development, 2) child abuse and 3) learning disabilities.

Aides ranked the following areas as having the most impact: 1) child abuse, 2) child growth and development, and 3) curriculum development.

FUTURE STAFF DEVELOPMENT (Tables 9-14)

The majority (71%) of Head Start teachers indicated that they preferred no one single mode of staff development, but rather some of each; i.e., on-site consultations, workshop sessions and on-site teaching assistance. The two areas which the majority preferred for future staff development were: 1) using the creative arts to enrich the curriculum, and 2) individualizing instruction. Fifty percent (50%) also indicated that they would be willing to participate in staff development in the creative arts without reimbursement. Although the two instructional coordinators agreed with the teachers that individualizing instruction should be one of the priorities for future staff development, they emphasized child development and curriculum development rather than the creative arts. The least preferred areas for future staff development for 80% or more of the teachers were: 1) child abuse, 2) helping children take tests and 3) learning about commercial materials.

The majority of aides (64%) also indicated that they preferred no one single mode of staff development. The most preferred areas for future staff development were: 1) using the creative arts to enrich the curriculum, 2) classroom management and 3) social behaviors. However, in no area did the majority indicate they would participate without reimbursement. The least preferred areas for future staff development were: 1) model-related training; individualizing instruction, 2) suspected child abuse; learning about commercial materials; and making effective use of physical space.

TABLE 1
PREKINDERGARTEN HEAD START
TEACHERS (N=24)
NUMBER OF WORKSHOPS ATTENDED BY TYPE

Frequency	Community Agency %	Health Facility %	Local School Staff %	Program Sponsored %	City Wide Sch. Dist. %	District ECE Program %	Teacher Center %	Profess. Organiz. %	University or College %	Title XX Day Care Service %
No Response	21	21	12	17	12	21	17	21	12	17
1 to 5 Sessions	4	46	25	37	8	12	42	17	21	21
6 to 10 Sessions	4	4	17	25	0	0	0	12	4	0
Over 10 Sessions	4	0	42	17	4	0	8	8	25	0
Never	67	29	4	4	75	67	33	42	37	62

* Due to rounding, percentages may not always equal 100%.

TABLE 2

PREKINDERGARTEN HEAD START

EXTENT TO WHICH AIDES (N=119) ATTENDED AT LEAST 1 WORKSHOP

Facility	Percent
Community (Gov't Agency PAAC, PARC, etc.)	41
Health Care Facilities	68
Local School Staff Development Days (1/2 Day or Faculty Meeting)	85
Program-Sponsored Staff Development	91
City-Wide School District In-Service Course	5
District Early Childhood Program	9
Teacher Centers (Durham, Advisory Center, Community Resources)	18
Professional Organizations	23
University or College	27
Day Care Services & Other Title XX Programs	14

TABLE 3
PREKINDERGARTEN HEAD START
TEACHERS (N=24)
AMOUNT OF SUPERVISORY SUPPORT

Frequency	On Site Consultations %	Workshop Sessions %	On Site Demonstrations Teaching Assistance %
No Response	8	8	8
Less than 1/Month	21	29	46
1/Month	17	29	0
Biweekly	21	17	4
Weekly	29	0	0
Never	4	17	42

* Due to rounding, percentages may not always equal 100%.

TABLE 4
PREKINDERGARTEN HEAD START
AIDES (N=22)
AMOUNT OF SUPERVISORY SUPPORT

Frequency	On Site Consultations %	Workshop Sessions %	On Site Demonstrations Teaching Assistance %
No Response	0	5	9
Less than 1/Month	9	41	27
1/Month	55	41	23
Biweekly	9	0	0
Weekly	27	9	5
Never	0	5	36

* Due to rounding, percentages may not always equal 100%.

TABLE 5
PREKINDERGARTEN HEAD START
TEACHERS (N=24)
SATISFACTION WITH SERVICES PROVIDED BY
SUPPORT/SUPERVISORY/RESOURCE
PERSONNEL

Services Provided	Generally Satisfied %	Generally Not Satisfied %	No Response %	Rank
Conducts Workshops	42	58	0	6.5
Informs You of Program Information, Decisions, and Procedures	62	37	0	1
Gives Suggestions About the Effective Use of Curriculum Materials	37	58	4	8
Locates Available Resource Materials	25	75	0	9
Provides On-Site Classroom Training	17	79	4	10
Gives Support in Solving Classroom Management Problems	42	50	8	6.5
Gives Support to Individual Concerns	58	37	4	3
Offers Support in Parent Involvement	58	37	4	3
Arranges Use of Professional Days	50	46	4	5
Gives Support in Working Out Concerns About Individual Children	58	42	0	3

* Due to rounding, percentages may not always equal 100%.

TABLE 6
PREKINDERGARTEN HEAD START
AIDES (N=22)

SATISFACTION WITH SERVICES PROVIDED BY
SUPPORT/SUPERVISORY/RESOURCE
PERSONNEL

Services Provided	Generally Satisfied %	Generally Not Satisfied %	No Response %	Rank
Conducts Workshops	36	46	18	7
Informs You of Program Information, Decisions, and Procedures	46	36	18	6
Gives Suggestions About the Effective Use of Curriculum Materials	50	32	18	4.5
Locates Available Resource Materials	32	50	18	8.5
Provides On-Site Classroom Training	14	68	18	10
Gives Support in Solving Classroom Management Problems	50	36	14	4.5
Gives Support to Individual Concerns	59	27	14	2.5
Offers Support in Parent Involvement	59	32	9	2.5
Arranges Use of Professional Days	32	41	27	8.5
Gives Support in Working Out Concerns About Individual Children	68	18	14	1

* Due to rounding, percentages may not always equal 100%.

TABLE 7

PREKINDERGARTEN HEAD START

TEACHERS (N=24)

EXTENT TO WHICH STAFF DEVELOPMENT
RESULTED IN GREATER CLASSROOM EFFECTIVENESS

Area of Staff Development	Little Change %	Moderate Change %	Great Change %	No Response %	Pank
Social Behaviors	71	12	8	8	12
Parent Involvement	62	33	4	0	4.5
Using the Creative Arts to Enrich the Curriculum	79	8	4	8	15.5
Growth and Development Issues	33	46	12	8	1
Community Resources	58	29	8	4	4.5
Curriculum Development	67	21	4	8	8.5
Classroom Management	67	12	12	8	8.5
Making Effective Use of Your Physical Space	75	8	8	8	13
Model/Option Related Training	75	12	0	12	15.5
Helping Children Take Tests	62	17	4	17	11
Improving the Basic Skills or Basic Skill Readiness	75	12	4	8	14
Learning About Commercial Materials	75	17	4	4	10
Individualizing Instruction	62	21	8	8	7
Learning Disabilities	37	29	25	8	3
Suspected Child Abuse and Neglect	25	25	42	8	2
Using Teacher Center Facilities	62	21	12	4	6

* Due to rounding, percentages may not always equal 100%.

TABLE 8

PREKINDERGARTEN HEAD START

AIDES (N=22)

EXTENT TO WHICH STAFF DEVELOPMENT
RESULTED IN GREATER CLASSROOM EFFECTIVENESS

Area of Staff Development	Little Change %	Moderate Change %	Great Change %	No Response %	Pank
Social Behaviors	36	36	0	27	10.5
Parent Involvement	55	23	9	14	12.5
Using the Creative Arts to Enrich the Curriculum	23	41	5	32	6
Growth and Development Issues	9	50	23	18	2
Community Resources	46	32	5	18	7.5
Curriculum Development	27	46	14	14	3
Classroom Management	46	27	9	18	10.5
Making Effective Use of Your Physical Space	41	23	14	23	7.5
Model/Option Related Training	46	18	0	36	16
Helping Children Take Tests	41	23	9	27	12.5
Improving the Basic Skills or Basic Skill Readiness	41	32	5	23	9
Learning About Commercial Materials	59	23	0	18	15
Individualizing Instruction	27	41	14	18	4
Learning Disabilities	36	32	18	14	5
Suspected Child Abuse and Neglect	9	46	36	9	1
Using Teacher Center Facilities	50	23	5	23	14

*Due to rounding, percentages may not always equal 100%.

TABLE 9
PREKINDERGARTEN HEAD START
TEACHERS (N=24)
TYPE OF PREFERRED STAFF DEVELOPMENT

	Percent
On-Site Consultations	8
Workshop Sessions	17
On-Site Demonstrations	4
Some of Each	71
None At All	0
No Response	0

TABLE 10
PREKINDERGARTEN HEAD START
AIDES (N=22)
TYPE OF PREFERRED STAFF DEVELOPMENT

	Percent
On-Site Consultations	9
Workshop Sessions	14
On-Site Demonstrations	9
Some of Each	64
None At All	4
No Response	0

TABLE 11

PREKINDERGARTEN HEAD START
TEACHERS (N=24)

PREFERRED AREAS FOR FUTURE STAFF DEVELOPMENT PROGRAM

Area of Staff Development	Preferred %	Not Preferred %	No Response %	Rank
Social Behaviors	37	42	21	5.5
Parent Involvement	21	62	17	12
Using the Creative Arts to Enrich the Curriculum	58	17	25	1
Growth and Development Issues	29	58	12	9
Community Resources	25	42	33	10
Curriculum Development	42	33	25	3.5
Classroom Management	33	33	33	7
Making Effective Use of Your Physical Space	21	50	29	12
Model/Option Related Training	21	54	25	12
Helping Children Take Tests	12	71	17	15
Improving the Basic Skills or Basic Skill Readiness	37	29	33	5.5
Learning About Commercial Materials	17	62	21	14
Individualizing Instruction	54	33	12	2
Learning Disabilities	42	33	25	3.5
Suspected Child Abuse and Neglect	4	75	21	16
Using Teacher Center Facilities	29	54	17	8

* Due to rounding, percentages may not always equal 100%.

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TABLE 12

PREKINDERGARTEN HEAD START

TEACHERS (N=24)

AREAS OF STAFF DEVELOPMENT IN WHICH TEACHERS
WOULD PARTICIPATE WITHOUT REIMBURSEMENT

Area of Staff Development	Willing %	Not Willing %	No Response %	Rank
Social Behaviors	33	42	25	11
Parent Involvement	46	25	29	2.5
Using the Creative Arts to Enrich the Curriculum	50	25	25	1
Growth and Development Issues	37	25	37	8.5
Community Resources	37	33	29	8.5
Curriculum Development	46	17	37	2.5
Classroom Management	42	21	37	5.5
Making Effective Use of Your Physical Space	33	29	37	11
Model/Option Related Training	29	33	37	13
Helping Children Take Tests	12	46	42	16
Improving the Basic Skills or Basic Skill Readiness	42	29	29	5.5
Learning About Commercial Materials	25	42	33	14
Individualizing Instruction	33	29	37	11
Learning Disabilities	42	25	33	5.5
Suspected Child Abuse and Neglect	21	46	33	15
Using Teacher Center Facilities	42	29	29	5.5

* Due to rounding, percentages may not always equal 100%.

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TABLE 13

PREKINDERGARTEN HEAD START

AIDES (N=22)

PREFERRED AREAS FOR FUTURE STAFF DEVELOPMENT PROGRAM

Area of Staff Development	Preferred %	Not Preferred %	No Response %	Rank
Social Behaviors	50	14	36	3
Parent Involvement	27	41	32	9
Using the Creative Arts to Enrich the Curriculum	59	14	27	1
Growth and Development Issues	45	23	32	4.5
Community Resources	32	36	32	7
Curriculum Development	41	27	32	6
Classroom Management	54	27	18	2
Making Effective Use of Your Physical Space	23	50	27	12
Model/Option Related Training	18	50	32	14.5
Helping Children Take Tests	14	50	36	16
Improving the Basic Skills or Basic Skill Readiness	45	32	23	4.5
Learning About Commercial Materials	23	45	32	12
Individualizing Instruction	18	50	32	14.5
Learning Disabilities	27	41	32	9
Suspected Child Abuse and Neglect	23	45	32	12
Using Teacher Center Facilities	27	41	32	9

* Due to rounding, percentages may not always equal 100%.

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TABLE 14

PREKINDERGARTEN HEAD START

AIDES (N=22)

AREAS OF STAFF DEVELOPMENT IN WHICH AIDES
WOULD PARTICIPATE WITHOUT REIMBURSEMENT

Area of Staff Development	Willing %	Not Willing %	No Response %	Rank
Social Behaviors	32	32	36	8
Parent Involvement	23	45	32	10
Using the Creative Arts to Enrich the Curriculum	41	27	32	2
Growth and Development Issues	41	32	27	2
Community Resources	32	36	32	7
Curriculum Development	36	32	32	4.5
Classroom Management	23	36	41	10
Making Effective Use of Your Physical Space	14	45	41	15.5
Model/Option Related Training	14	45	41	15.5
Helping Children Take Tests	18	41	41	13
Improving the Basic Skills or Basic Skill Readiness	41	23	36	2
Learning About Commercial Materials	23	41	36	10
Individualizing Instruction	18	41	41	13
Learning Disabilities	32	32	36	6
Suspected Child Abuse and Neglect	18	45	36	13
Using Teacher Center Facilities	36	32	32	4.5

* Due to rounding, percentages may not always equal 100%.

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APPENDIX I

PRIMARY SKILLS STAFF DEVELOPMENT

(1976-1977)

PRIMARY SKILLS

This analysis is based on returns from 66 teachers and 54 aides who represent 41% of the instructional staff. Five of the resource teachers (63%) also returned completed questionnaires.

ATTENDANCE AT STAFF DEVELOPMENT WORKSHOPS

As can be seen from Table 1, the major types of staff development workshops Primary Skills teachers participated in were local school staff development sessions (84%) including faculty meetings; program-sponsored sessions (71%) and staff development provided by teacher centers (51%).

Aides (Table 2) primarily participated in local school staff development sessions (85%) including faculty meetings, and program-sponsored workshops (78%).

AMOUNT OF SUPERVISORY SUPPORT (Tables 3 and 4)

Sixty-six percent (66%) of the teachers indicated that they had on-site consultations with supervisory staff at least bi-weekly, 40% had workshops and 53% had on-site teaching assistance at least once a month. However, twenty-six percent (26%) indicated they had no workshops and 19% received no on-site teaching assistance throughout the year.

Eighty-five percent (85%) of the aides had on-site consultations, 61% had workshop sessions and 71% had on-site demonstrations and teaching assistance at least once a month.

SATISFACTION WITH SUPERVISORY SUPPORT (Tables 5 and 6)

The majority of Primary Skills teachers indicated that they were satisfied with all 10 listed services provided by supervisory and support personnel. Those services which were most satisfactory were: 1) locating

available resources, 2) giving support to individual concerns, 3) suggestions about the effective use of curriculum materials and offering support in parent involvement.

Sixty-one to 98 percent of the aides also indicated satisfaction with all 10 services provided by supervisory and support personnel.

Supervisors indicated that they had spent most of their staff development time on classroom management, parent involvement and concerns about individual children.

IMPACT OF STAFF DEVELOPMENT ON CLASSROOM PRACTICES (Tables 7 and 8)

Teachers were asked to indicate to what degree various types of staff development changed classroom effectiveness. The most effective areas in rank order were staff development in: 1) learning about commercial materials, 2) improving the basic skills and 3) parent involvement.

The majority of aides felt that staff development in 13 of the 16 listed areas resulted in greater classroom effectiveness. In particular, curriculum development, individualizing instruction, improving the basic skills, classroom management and growth and development proved to be effective.

FUTURE STAFF DEVELOPMENT (Tables 9-14)

The majority (54%) of Primary Skills teachers indicated that they preferred no one single mode of staff development, but rather some of each, i.e., on-site consultations, workshop sessions and on-site teaching assistance. The three most preferred areas for future staff development were: 1) improving the basic skills, 2) using the creative arts to enrich the curriculum and individualizing instruction. Most teachers indicated that they would be

willing to participate in staff development sessions in the basic skills and individualizing instruction without reimbursement, but only 43% indicated this willingness regarding the creative arts. The least preferred areas for future staff development (for 80% or more of the teachers were: 1) helping children take tests, 2) community resources and 3) social behaviors; learning about commercial materials.

Sixty-five percent of the aides also preferred no one single mode of staff development, and the majority indicated that there were five areas they preferred for future staff development: 1) basic skills, 2) learning disabilities; individualizing instruction, 3) social behaviors, and 4) classroom management. They were also willing to participate in staff development in these areas, as well as the creative arts, without reimbursement.

Resource teachers had four priority areas for future staff development:

- 1) child development, 2) curriculum development, 3) option training and
- 4) individualizing instruction.

TABLE 1

PRIMARY SKILLS

TEACHERS (N=66)

NUMBER OF WORKSHOPS ATTENDED BY TYPE

Frequency	Community Agency %	Health Facility %	Local School Staff %	Program Sponsored %	City Wide Sch. Dist. %	District ECE Program %	Teacher Center %	Profess. Organiz. %	University or College %	Title XX Day Care Service %
No Response	18	20	8	6	11	11	8	18	14	17
1 to 5 Sessions	14	11	23	31	18	35	38	17	18	1
6 to 10 Sessions	0	0	29	32	3	0	8	1	6	1
Over 10 Sessions	1	1	32	8	21	1	5	1	11	1
Never	66	68	8	23	46	52	41	61	51	78

* Due to rounding, percentages may not always equal 100%.

TABLE 2

PRIMARY SKILLS

EXTENT TO WHICH AIDES (N=119) ATTENDED AT LEAST 1 WORKSHOP

Facility	Percent
Community (Gov't Agency PAAC, PARC, etc.)	19
Health Care Facilities	24
Local School Staff Development Days (1/2 Day or Faculty Meeting)	85
Program-Sponsored Staff Development	78
City-Wide School District In-Service Course	22
District Early Childhood Program	43
Teacher Centers (Durham, Advisory Center, Community Resources)	48
Professional Organizations	17
University or College	6
Day Care Services & Other Title XX Programs	7

TABLE 3
PRIMARY SKILLS
TEACHERS (N=66)
AMOUNT OF SUPERVISORY SUPPORT

Frequency	On Site Consultations X	Workshop Sessions X	On Site Demonstrations Teaching Assistance X
No Response	0	6	5
Less than 1/Month	17	28	23
1/Month	17	35	26
Biweekly	12	2	15
Weekly	54	3	12
Never	0	26	19

TABLE 4
PRIMARY SKILLS
AIDES (N=54)
AMOUNT OF SUPERVISORY SUPPORT

Frequency	On Site Consultations %	Workshop Sessions %	On Site Demonstrations Teaching Assistance %
No Response	2	2	2
Less than 1/Month	13	24	22
1/Month	20	35	32
Biweekly	9	20	24
Weekly	56	6	15
Never	0	13	6

* Due to rounding, percentages may not always equal 100%.

TABLE 5
PRIMARY SKILLS
TEACHERS (N=66)
SATISFACTION WITH SERVICES PROVIDED BY
SUPPORT/SUPERVISORY/RESOURCE
PERSONNEL

Services Provided	Generally Satisfied %	Generally Not Satisfied %	No Response %	Rank
Conducts Workshops	59	29	12	8.5
Informs You of Program Information, Decisions, and Procedures	72	23	5	5
Gives Suggestions About the Effective Use of Curriculum Materials	75	17	8	3.5
Locates Available Resource Materials	79	15	6	1
Provides On-Site Classroom Training	59	28	14	8.5
Gives Support in Solving Classroom Management Problems	68	23	9	7
Gives Support to Individual Concerns	77	15	8	2
Offers Support in Parent Involvement	75	20	5	3.5
Arranges Use of Professional Days	57	29	14	10
Gives Support in Working Out Concerns About Individual Children	71	23	6	6

* Due to rounding, percentages may not always equal 100%.

TABLE 6
PRIMARY SKILLS
AIDES (N=54)
SATISFACTION WITH SERVICES PROVIDED BY
SUPPORT/SUPERVISORY/RESOURCE
PERSONNEL

Services Provided	Generally Satisfied %	Generally Not Satisfied %	No Response %	Rank
Conducts Workshops	89	7	4	7
Informs You of Program Information, Decisions, and Procedures	94	6	0	3.5
Gives Suggestions About the Effective Use of Curriculum Materials	91	4	6	6
Locates Available Resource Materials	94	4	2	3.5
Provides On-Site Classroom Training	83	13	4	9
Gives Support in Solving Classroom Management Problems	94	4	2	3.5
Gives Support to Individual Concerns	98	2	0	1
Offers Support in Parent Involvement	85	7	7	8
Arranges Use of Professional Days	61	26	13	10
Gives Support in Working Out Concerns About Individual Children	94	2	4	3.5

* Due to rounding, percentages may not always equal 100%.

TABLE 7

PRIMARY SKILLS
TEACHERS (N=66)

EXTENT TO WHICH STAFF DEVELOPMENT
RESULTED IN GREATER CLASSROOM EFFECTIVENESS

Area of Staff Development	Little Change %	Moderate Change %	Great Change %	No Response %	Rank
Social Behaviors	34	42	12	12	10
Parent Involvement	28	39	23	11	3
Using the Creative Arts to Enrich the Curriculum	29	43	17	11	4.5
Growth and Development Issues	32	39	19	11	7
Community Resources	48	34	5	14	14
Curriculum Development	28	39	20	14	6
Classroom Management	31	37	20	12	8
Making Effective Use of Your Physical Space	34	37	19	11	9
Model/Option Related Training	35	34	15	15	12
Helping Children Take Tests	37	35	15	12	11
Improving the Basic Skills or Basic Skill Readiness	26	32	31	11	2
Learning About Commercial Materials	26	45	19	11	1
Individualizing Instruction	29	37	23	11	4.5
Learning Disabilities	60	9	11	11	15
Suspected Child Abuse and Neglect	72	14	2	12	16
Using Teacher Center Facilities	45	35	9	11	13

* Due to rounding, percentages may not always equal 100%.

TABLE 8
PRIMARY SKILLS
AIDES (N=54)
EXTENT TO WHICH STAFF DEVELOPMENT
RESULTED IN GREATER CLASSROOM EFFECTIVENESS

Area of Staff Development	Little Change %	Moderate Change %	Great Change %	No Response %	Rank
Social Behaviors	20	48	24	7	7.5
Parent Involvement	26	32	37	6	10
Using the Creative Arts to Enrich the Curriculum	28	41	26	6	11.5
Growth and Development Issues	13	54	24	9	4.5
Community Resources	44	41	7	7	14
Curriculum Development	11	56	26	7	1
Classroom Management	15	43	35	7	4.5
Making Effective Use of Your Physical Space	20	39	32	9	9
Model/Option related Training	19	52	22	7	6
Helping Children Take Tests	24	37	30	9	11.5
Improving the Basic Skills or Basic Skill Readiness	15	33	46	6	3
Learning About Commercial Materials	20	52	20	7	7.5
Individualizing Instruction	13	41	39	7	2
Learning Disabilities	43	41	4	13	15
Suspected Child Abuse and Neglect	65	19	2	15	16
Using Teacher Center Facilities	35	44	15	6	13

* Due to rounding, percentages may not always equal 100%.

TABLE 9
PRIMARY SKILLS
TEACHERS (N=66)

TYPE OF PREFERRED STAFF DEVELOPMENT

	Percent
On-Site Consultations	5
Workshop Sessions	22
On-Site Demonstrations	17
Some of Each	54
None At All	2
No Response	2

* Due to rounding, percentages may not always equal 100%.

TABLE 10
PRIMARY SKILLS
AIDES (N=54)
TYPE OF PREFERRED STAFF DEVELOPMENT

	Percent
On Site Consultations	7
Workshop Sessions	13
On Site Demonstrations	11
Some of Each	65
None At All	4
No Response	0

TABLE 11
PRIMARY SKILLS
TEACHERS (N=66)

PREFERRED AREAS FOR FUTURE STAFF DEVELOPMENT PROGRAM

Area of Staff Development	Preferred %	Not Preferred %	No Response %	Rank
Social Behaviors	20	49	31	13.5
Parent Involvement	26	48	26	10
Using the Creative Arts to Enrich the Curriculum	54	23	23	2.5
Growth and Development Issues	26	46	28	10
Community Resources	19	51	31	15
Curriculum Development	43	40	17	4
Classroom Management	40	35	25	5
Making Effective Use of Your Physical Space	39	40	22	6
Model/Option Related Training	26	54	20	10
Helping Children Take Tests	9	59	32	16
Improving the Basic Skills or Basic Skill Readiness	69	15	15	1
Learning About Commercial Materials	20	51	29	13.5
Individualizing Instruction	54	25	22	2.5
Learning Disabilities	37	39	25	7
Suspected Child Abuse and Neglect	25	52	23	12
Using Teacher Center Facilities	29	46	25	8

* Due to rounding, percentages may not always equal 100%.

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TABLE 12

PRIMARY SKILLS

TEACHERS (N=66)

AREAS OF STAFF DEVELOPMENT IN WHICH TEACHERS
WOULD PARTICIPATE WITHOUT REIMBURSEMENT

Area of Staff Development	Willing %	Not Willing %	No Response %	Rank
Social Behaviors	32	39	29	11
Parent Involvement	32	40	28	11
Using the Creative Arts to Enrich the Curriculum	43	31	26	5
Growth and Development Issues	26	40	34	15
Community Resources	29	43	28	13
Curriculum Development	37	32	31	7
Classroom Management	34	34	32	8.5
Making Effective Use of Your Physical Space	40	39	22	6
Model/Opinion Related Training	26	39	35	15
Helping Children Take Tests	26	45	29	15
Improving the Basic Skills or Basic Skill Readiness	52	26	22	1.5
Learning About Commercial Materials	32	34	34	11
Individualizing Instruction	52	19	29	1.5
Learning Disabilities	49	28	23	3
Suspected Child Abuse and Neglect	34	39	28	8.5
Using Teacher Center Facilities	46	31	23	4

* Due to rounding, percentages may not always equal 100%.

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TABLE 13

PRIMARY SKILLS

AIDES (N=54)

PREFERRED AREAS FOR FUTURE STAFF DEVELOPMENT PROGRAM

Area of Staff Development	Preferred %	Not Preferred %	No Response %	Rank
Social Behaviors	52	32	17	4
Parent Involvement	41	35	24	7
Using the Creative Arts to Enrich the Curriculum	46	35	19	6
Growth and Development Issues	37	39	24	8
Community Resources	17	54	30	15
Curriculum Development	30	43	28	10
Classroom Management	50	35	15	5
Making Effective Use of Your Physical Space	19	48	33	14
Model/Option Related Training	24	43	33	13
Helping Children Take Tests	35	39	26	9
Improving the Basic Skills or Basic Skill Readiness	61	22	17	1
Learning About Commercial Materials	26	43	32	12
Individualizing Instruction	54	24	22	2.5
Learning Disabilities	54	30	17	2.5
Suspected Child Abuse and Neglect	28	48	24	11
Using Teacher Center Facilities	15	54	32	16

* Due to rounding, percentages may not always equal 100%.

TABLE 14
PRIMARY SKILLS
AIDES (N=54)

AREAS OF STAFF DEVELOPMENT IN WHICH AIDES
WOULD PARTICIPATE WITHOUT REIMBURSEMENT

Area of Staff Development	Willing %	Not Willing %	No Response %	Rank
Social Behaviors	54	32	15	4
Parent Involvement	48	33	19	7
Using the Creative Arts to Enrich the Curriculum	54	30	17	4
Growth and Development Issues	44	35	20	11
Community Resources	46	35	19	8.5
Curriculum Development	46	35	19	8.5
Classroom Management	54	32	15	4
Making Effective Use of Your Physical Space	35	46	19	16
Model/Option Related Training	41	44	15	13.5
Helping Children Take Tests	44	35	20	11
Improving the Basic Skills or Basic Skill Readiness	65	26	9	1
Learning About Commercial Materials	41	39	20	13.5
Individualizing Instruction	52	28	20	6
Learning Disabilities	61	26	13	2
Suspected Child Abuse and Neglect	44	37	19	11
Using Teacher Center Facilities	39	37	24	15

* Due to rounding, percentages may not always equal 100%.

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